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AUTHOR Bradley, L. Richard
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ABSTRACT

Recent national studies have pointed out the changing educational needs of young people as the United States moves from an industrial society to an information society. Selected middle school students in Ohio were involved in a two-year federally-funded program entitled "Learning for Leadership." The objectives of the program were: (1) to involve students in simulations and debates in established social studies content areas; (2) to involve the parents as part of the educational team; (3) to utilize technology in building student skills (e.g., critical thinking); (4) to provide participating teachers with incentives; and (5) to develop and publish a school-to-school and school-to-business partnership model. The establishment of theoretical perspectives for the project concerning students' moral development, students' intellectual and ethical development, and Jungian personality types helps to ground the research in a theoretical framework. The following activities were developed: (1) a variety of staff development opportunities; (2) classroom enrichment activities involving regularly scheduled classes and subject materials; (3) pilot projects; and (4) the formation of a community based advisory board to give advice and direction to the project, the importance of which cannot be stressed enough. Models for staff development, curriculum enrichment, and summer school projects are discussed. An appendix of nine "Learning for Leadership" materials, news clippings, and a bibliography of 17 references are included. (PPB)

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FINAL EVALUATION OF THE "LEARNING FOR LEADERSHIP" PROJECT:

EDUCATION THAT MAKES A DIFFERENCE

A Project Involving Middle Schools

in the

Upper Arlington, Ohio and Worthington, Ohio

School Districts

Dr. L. Richard Bradley, Ph.D.
Project Evaluator

December 15, 1988

U.S. DEPARTMENT OF EDUCATION
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SECTION ONE

INTRODUCTION

Recent national studies have pointed out the changing educational needs of young people as the United States moves from being an industrial society to an information society. These studies have emphasized the need for students to develop critical thinking skills, to have opportunities to be involved with the computer as a learning tool, and to have increased career education/career guidance experiences. Other studies have highlighted the need for increased interactions between the community and the schools in order to better prepare the student for the varied opportunities which await him/her.

In an effort to explore new ways to meet these needs, selected middle school students from the Worthington (Ohio) City School District and the Upper Arlington (Ohio) City School District - both located in the metropolitan Columbus area - were involved in a two year, federally funded program, entitled "Learning For Leadership." The program began in the fall of 1986 and concluded in the summer of 1988. Resources of both school districts, CompuServe (an international computer information network located in Columbus), state and local government, as well as various parents were utilized in the program.

The objectives of the program were as follows:

(1) to involve students in simulations and structured debates related to the study of established social studies content areas (including the use of computer data bases and student/staff exploratory placements);

(2) to involve parents as part of the educational team;

(3) to utilize technology in building student skills; (such as critical thinking, particularly as it relates to the traditional social studies content areas and the use of computers in gathering data);

(4) to provide participating teachers with incentives;

(5) to involve students in a variety of educational experiences;

(6) to develop and publish a school-to-school and school-to-business partnership model.

HISTORY

In 1985, Perry Middle School (Worthington) and Hastings Middle School (Upper Arlington) were commended by the U.S. Department of Education's Secondary School Recognition Program for their ongoing commitment to professional excellence and program improvement.

When approached about the possibility of participating in the "Learning for Leadership" project, the principals of both buildings viewed it as an opportunity to further enhance their schools' educational offerings and to build upon the collaborative potential of a school-to-school partnership. In addition, both schools, as well as the Worthington City and Upper Arlington City School Districts, had or were in the process of developing a comprehensive career education/career guidance program, K-12. The program being developed placed a high priority on school-business partnerships and community-based learning opportunities. The use of computers in education, both

as a managerial tool and as a learning tool, was also being emphasized in both school districts.

The project also offered a means for responding to a set of goals defined as "Critical Issues" facing the Worthington City School District. Finally, the project directly supported several key priorities on the state level, articulated by the Ohio State Board of Education in its "Master Plan for Excellence." Among the goals emphasized were:

(1) greater opportunities for teacher incentives;

(2) expansion of the K-12 Career Education Program to all students in Ohio;

(3) increased opportunities for community service by students;

(4) greater involvement in school-business partnerships.

A number of new programs, aimed at addressing the challenges raised by these goals, were already underway at the time the project application was made. Recommendations from several committees studying both middle schools and high school revealed several needs which might be addressed by this project. These included:

(1) a broad, flexible academic program that is current with the times;

(2) an atmosphere that encourages thinking critically, independently and creatively as well as promotes development of interpersonal and leadership skills;

(3) career education that helps students identify their interests and provides them with opportunities to explore;

(4) partnerships between the school and community;

(5) opportunities to learn "life or survival" skills and to interact with people of different ages, social and ethnic backgrounds.

It was hoped that the "Learning for Leadership" project would result in the following accomplishments:

(1) The development of a school-business partnership that serves the educational needs of students and provides a model for the development of other partnerships.

(2) The development of a school-to-school partnership that encourages the sharing of resources and expertise and engages students from different areas in educational activities.

(3) An increase in student knowledge and skills in designated social studies topic areas.

(4) Increased parent involvement in improving the quality of their children's education through their participation on the project planning team.

(5) Modernization and improvement of the teaching/learning process by the use of computer information services.

(6) Professional development incentives for teachers through participation in the summer paid community-based experience and the Washington, D.C. experience.

(7) Student motivation and achievement will have been increased by means of the strategies developed in the project.

(8) The publication of a curriculum/activity guide to be used for dissemination and replication purposes.

POPULATION TO BE SERVED

The area to be served by the Learning for Leadership program includes two surburban school districts in Franklin Country, sharing a Joint Vocational Planning District. Each of the two school districts -- Upper Arlington and Worthington -- is located in its own municipality with city services provided locally.

Upper Arlington - The Upper Arlington City School District currently has five elementary schools (K-5), two middle schools (6-8), and one high school (9-12), serving approximately 5,100 students. In 1987, the district's budget allowed for expenditures of approximately $4,500 per student.

Upper Arlington is a city of more than 35,000 residents and is located in central Ohio. The City's corporation limits are contiguous with those of metropolitan Columbus. Upper Arlington is considered a surburban setting with approximately 10,850 households. Each family is composed of 3.3 members, although a large majority of households do not currently have children enrolled in school. The community is economically stable, with an average family income of $34,000 per year and an average per capita income of $14,500. The minority population is quite limited.

The majority of students in Upper Arlington intend to attend a college or university after graduation, and 85-90 % of most graduating classes do, in fact, enroll in some form of higher education. As the educational intentions of the students indicate, most students plan to

prepare for employment in professional areas.

Special education services, programming for gifted students, federally funded Title I projects, staff development initiatives, K-12 guidance services, vocational education options, and a district-wide emphasis on career education help to support and enrich the instructional program. In addition, the district has a close affiliation with The Ohio State University and uses other nearby institutions as educational resources. Parents, community businesses, agencies, and civic organizations are utilized in a variety of ways as partners in education.

Worthington City Schools - The Worthington School District is located in a surburban Franklin County area, north of Columbus. The population of the school district is 35,500 and is characterized as above-average socioeconomically.

The district is made up of ten elementary schools, three middle schools, and one high school, with a total of 8,800 students. Voters in the district recently approved funds for the construction of a second high school to accomodate the needs of a rapidly growing student population.

Growth and continuing excellence are natural for the Worthington Schools. What attracts families to the school district today is the same feature which has appealed to families for many years. Worthington's early families made a commitment to excellence in education, and this commitment has been a cornerstone of the school

district's development ever since.

The school district's enrolled has increased by approximately 1,500 students in the last three years. It is expected this figure will continue to increase over the next several years. Population growth contributes to they dynamic nature of the school district and brings new ideas and resources. Worthington area families have demanded the best in education for their students, and the schools have responded. Through carefully planned programs, students gain basic skills in writing, reading and mathematics, as well as a better understanding of modern technology, the arts and creative thinking. While the stressing the basics, the curriculum has also incorporated new ways of learning.

In recent years the student population of both districts has been changing, Worthington's more rapidly than Upper Arlington's, with an influx of families from Hispanic, Black, and international backgrounds. As a result, the populations of both communities are becoming more diverse. This has increased the need for multi-cultural education and for programs which help students to understand and relate to people from different cultures.

THEORETICAL FRAMEWORK

For the purposes of evaluation, it was felt that a theoretical framework - though not part of the original project design - for examining what was done would be critical to the future replication of strategies developed in connection with this project. Three theoretical perspectives which were judged to have potential relevance to this project will be examined in this section.

Moral Development

In studies done by Kohlberg (1981) and others (Likona, 1976), the development of critical thinking skills has been found to depend upon two factors: the level of cognitive development and the level of social perspective-taking.

Levels of cognitive development follow a hierarchical, invariant sequence first identified by Piaget (1965). For the purposes of this project Piaget's final two stages are considered relevant. These are ***Concrete Operational Thought*** and ***Formal Operational Thought***.

> ***Concrete Operational Thought***, which first appears at about the age of six in most children, involves the ability of the child to solve conservation problems. Logical operations are developed, thereby allowing the individual to solve problems involving concrete situations or data by a process of serialization. Research indicates that 50-70% of adults never go beyond this form of thought.
>
> ***Formal Operational Thought***, which may appear at about the age of eleven, represents a qualitative change in the individual's ability to solve the problems with which he/she is confronted. The individual is no longer bound by concrete details and experiences. Abstractions are now possible, making it possible for the individual to "reason out" possible solutions and weigh their consequences.

By implication the "Learning for Leadership" project seems to be concerned with the possible transition from ***Concrete*** to ***Formal Operational Thinking.***

Research (Rosen, 1980) indicates that the transition from ***concrete operational thinking*** to ***formal operational thinking*** is influenced by the individual's ability to "see things from other people's point of view," that is, by the individual's level of social perspective-taking.

From the perspective of social perspective-taking, the project is concerned with the transition from what Selman (Likona, 1976) has defined as the ***"Concrete Individual Perspective"*** or ***"Mutual Role-Taking Perspective"***, in which the individual is aware that others have their own interests to pursue and that these are often in conflict - to the perspective of ***"Social-Conventional Role-Taking."*** The latter perspective enables the individual to put him/herself in the other person's shoes when trying to decide what to do. This perspective is composed of an integration of communally shared values, attitudes and beliefs which form a foundation for a social system perspective.

Research by Selman (Likona, 1976) and Kohlberg (1981) suggests that stages or levels of cognitive development and stages or levels of social perspective-taking are related to stages of moral development as follows: A given level of cognitive development is a <u>necessary</u> but <u>not</u> sufficient condition for a given level of social perspective-taking; which, in turn, is a <u>necessary</u> but <u>not</u> sufficient condition for a given

level of moral reasoning (Rosen, 1980).

This suggests that the "Learning for Leadership" project is primarily concerned with the transition from Kohlberg's stage of *"Instrumental Purpose and Exchange"* (Stage 2) to *"Mutual Interpersonal Expectations, Relationships, and Inter-Personal Harmony"* (Stage 3). This is born out by the observations of Hersh, Paolitto, and Reimer (1979) who have sugested that

> *Upper elementary and junior high school teachers find that for early adolescents, moral issues usually consist of conflicts surrounding friends, family, and other individuals or small groups close to them .... moral conflicts arise when a choice involving personal gain to oneself is pitted against a decision that mutually benefits one's friends or family.* (p. 135)

According to Kohlberg (1981), Stage 2 (ages 8 and up) morality is typically characterized by reciprocity: *"Be good to Mom and she'll be good to you." "I'll do you a favor if I know you'll do one for me in return."* While the individual can now see another's point of view and is able to take the other's intentions into account, "doing what is right" is defined in terms of looking after one's own interests first. Accordingly, human life and human welfare are viewed in terms of their economic or social utility. People are valued, not as people, but for what they can contribute.

Stage 3 (ages 12 and up) morality has often been called "the morality of the group." In moving from Stage 2 to Stage 3 the individual shifts the focus from his/her own needs to the needs of his/her peer group. The primary concern now becomes one of winning and

holding onto the approval of the group - whether it be family, teachers, church leaders, or peers. Solidarity with the group is paramount. Behavior at this stage is often conformist and conventional. Doing what is right is following the rules and conventions of society in order to gain approval and affirmation as a "good" daughter/son, student, member of the group/society. Because of the over-riding conern for group loyalty and harmony, Stage 3 morality can easily lead to stereotyping, sexism, racism, and other kinds of "WE-THEY" behavior.

Research by Kohlberg and others (Fenton, 1977) on the implications of Kohlberg's theory for civic education indicates that most American high school students do not understand the principles underlying the American Constitution. Rather than understanding it in terms of societal maintainance (Stage 5), or even in terms of maintainance of law and order (Stage 4), most people understand it as a document which outlines how good people should live (Stage 3). Furthermore, most students do not even have the necessary understanding of terms such as "the society" or "the nation." That is to say, many, if not most, lack the necessary social perspective to move beyond thinking of themselves strictly in terms of the groups to which they belong to an understanding of the needs of the wider society or the worldwide human family. Because few have had the opportunity to experience life from the point of view of those who are different, they lack the perspective to be able to do so.

Transition from Stage 2 to Stage 3 seems to depend heavily on the individual being exposed to a wide range of positive, growth-producing experiences, which invite him/her to look at and experience the world through the eyes of another. This suggests that teachers need to give careful consideration to what they actually do in the classroom to provide an environment in which moral development might occur. Research has shown that the teacher can be instrumental in creating conditions which foster moral development (Blatt and Kohlberg, 1975). The teacher has two principal functions in this process (Hersh, Paolitto, and Reimer, 1979):

(1) to create conflict, the kind that facilitates growth in students' patterns of thinking;

(2) to stimulate students' ability to take the perspective of others beyond their own.

Basic to this approach to cognitive growth is the assumption that a person's pattern of moral reasoning is self-generated by means of interactions with the social enviroment. Changes occur gradually, if at all, when cognitive conflict (challenging the individual's current way of thinking) is introduced by means of:

(1) student dialogue with self (journal and/or record keeping over a period of time);

(2) student dialogue with other students;

(3) student dialogue with the teacher;

(4) teacher attentiveness to conditions and behaviors that are necessary for stimulating effective interaction.

The second major function of the teacher is to stimulate students' ability to see the other person's point of view, that is, to take on the role of the other person. A variety of strategies - including discussion, role-playing and role-taking - all focusing on experiential, "hands-on" learning have been shown to facilitate this type of learning (Hersh, Paolitto, and Reimer, 1979).

Kohlberg (Fenton, 1977) has suggested the following goals for a well-rounded program of civic education:

> (1) knowledge about the political system and the way it works;
>
> (2) development of intellectual skills essential for solving civic problems (moving from concrete to formal operational thinking); includes being able to
> (a) define and understand the problem to be solved;
> (b) state all possible solutions;
> (c) evaluate the probable effects each solution might have and discard those that are harmful;
> (d) to choose appropriate policies and strategies.
>
> (3) development of other skills (such as a "mutual role-taking perspective") required for full participation in a democratic society; also includes data gathering and communication skills essential for playing an active role in society and basic skills in negotiation.
>
> (4) development of a value system compatible with the principles of a democratic society;
>
> (5) development of self-esteem so that an individual will feel worthy and able to participate in civic life.

To date efforts to utilize the findings of Kohlberg have been directed to high school rather than middle school populations. Projects underway include selected schools in the Boston and Pittsburgh areas (Fenton, 1977). A brief description of these projects follows.

Brookline, Massachusetts - Begun in 1974 at Brookline High School, as an attempt to introduce moral discussions into the high school social studies curriculum. The program involved training workshops for teachers, examination and revision of social studies curriculum to highlight moral education. Because the program had wide support within the school, it gained rapid acceptance. Within a year moral education materials had been incorporated into ten social studies and psychology courses in all four high school grades. In addition staff members began holding workshop sessions for interested middle school teachers.

Cambridge, Massachusetts - Also begun in 1974, by a group of parents who asked shool officials in Cambridge to open an "alternative" school. Kohlberg was hired as the consultant for the project. Lacking the support which has characterized the Brookline project, Kohlberg found that setting up a self-governing "school-within-a-school" at Cambridge was a very difficult task. Because the staff of the Cluster School had had no time to prepare a new curriculum in social studies, they chose to teach minicourses, partly in response to what the students requested. The Cluster School also involves weekly community meetings at which students and staff alike confront real-life moral dilemmas such as: How should you punish a student who has broken the rule against stealing when you know that other students have also stolen and not been caught?

The projects at Brookline and Cambridge each developed one major aspect of a comprehensive civic education program. Brookline tested a format for teacher preparation and curriculum development in the area of moral disucssions; Cambridge established a program to prepare teachers for new roles in civic education by means of the "school-within-a-school" project (Fenton, 1977).

The Pittsburgh area program was built around key elements of Kohlberg's civic education program. The program includes both the social studies and the English curriculum and focuses on the development of a new three-year curriculum in both areas (Fenton, 1977). Teacher training is also included.

Intellectual Development

While William Perry's theory of intellectual and ethical development (1968) focuses mainly on development in college students, implications and applications of the theory by Widick and Simpson (Parker, 1978) offer some helpful insights into the ways in which educators might structure learning environments which offer a growth-enhancing balance of challenge and support.

Like Kohlberg, Perry's theory outlines an invariant sequence of hierarchical steps through which the individual passes in search of meaning and purpose. The nine positions identified by Perry are grouped into four broader categories - Dualism, Multiplicity, Relativism, and Commitment in Relativism - which are briefly described.

Dualism - Learner assumes that all knowledge is known and that there are right and wrong answers to all questions; learner's job is to learn. Authority is supposed to give answers. Student has difficulty with academic tasks requiring recognition of conflicting points of view because the student cannot compare and contrast or do abstract analysis. Lack of certainty is the fault of the teacher.

Multiplicity - Most knowledge is known; all knowledge is knowable. Diversity and uncertainty are now accepted as legitimate but temporary - given enough time or the right process the student still expects to find the answer. The absence of objective criteria for evaluation upsets many students.

Relativism - Knowledge valid only within a context; i.e., biology, history, and so on. Relativism is perceived as the common characteristic of all thought, all knowing, all of our relationships with the world. The challenge now is not how to find the right answers, but how to choose between equally good alternatives.

Commitment in Relativism - Involves taking responsibility for self, life style, commitments to others - after having experienced doubt. Probably does not occur until the mid-twenties for most adults, if at all.

If the assumption is made that middle school students "are" dualistic learners, then the findings of Widick and Simpson (Parker, 1978), with respect to the preferred learning environments for dualistic learners offer some useful clues to the proper design of a project such as this one. Their research, done with college students, suggests that dualistic learners learn best in environments characterized by:

(1) a moderate level of diversity which allows students to experience two or three conflicting, paradoxical, or alternative points of view. The experiencing should be as concrete as possible.

(2) Direct, experiential learning including, but not limited to, structured discussions, structured group experiences, role playing, role reversals, field trips with structured observations guides, and use of various sensory media.

(3) limited degrees of freedom, including such things as an outline with explicit goals, assignments, due dates, and grading procedures, outlines of each class session detailing readings, points to be covered, etc., and handouts on "how to do" unfamiliar assignments.

(4) a personal atmosphere in the classroom, fostered by such things as teacher self-disclosure about work and content, small group work, use of personal journals or logs with regular feedback from teachers and teacher availability to students.

Based on these suggestions, teaching strategies used in the "Learning for Leadership" project should include most, if not all, of these characteristics in order to have a positive impact on the learning of the students involved. If, for example, the level of diversity is too high or the content is presented in abstract rather than concrete ways, it is likely that students will report more difficulty in learning.

Myers-Briggs Personality Type

A third way of approaching the issue of how students learn is through Carl Jung's theory of psychological types (1971). This theory postulates the existence of four basic mental processes (sensing, intuition, thinking and feeling), used by everyone, but not equally preferred and developed (McCaulley, 1977). Every individual uses all four processes, but individuals are distinguished by their relative preferences for each of the four processes, and by the attitudes in

which they use them.

In normal development, individuals of each type tend to use the processes they prefer the most. Through repeated effort they develop expertise in the activities for which their preferred processes are particularly well suited. Efforts to "specialize" in preferred functions leads to characteristic habits, attitudes, and behavioral traits associated with that type.

It is also important to note, that for Jung (1971), types are not static but dynamic (Staude, 1981). In early life, the best development involves developing one's preferred function. This is done by deliberate efforts to meet the challenges of adolescence and young adulthood. This is a time for discovering and learning how and when to make appropriate use of the preferred processes. Jung's theory allows for continued growth and development by suggesting that, as the individual moves into his/her forties, he or she will increasingly be faced with the challenge of learning how to appreciate and make use of the opposite of his/her previously preferred learning processes (Staude, 1981).

Jung's theory has been operationalized by Isabel Briggs-Myers (1980) on the Myers-Briggs Type Indicator - hereafter MBTI - suggesting that there are four polar personality dimensions:

extraversion - introversion

sensing - intuition

thinking - feeling

judging - perceiving

The ***extraversion - introversion*** dimension is an indication of an individual's preferred way of interacting with his/her environment. ***Extraverted*** people (designated by the letter **E** on the MBTI) prefer to spend most of their time and energy interacting with the external world of people, events and things. ***Introverts*** (designated by the letter **I** on the MBTI) prefer to spend most of their time being alone with their thoughts. Whereas ***extraverts*** must experience life before they can understand it, ***introverts*** want to understand life (why this? why that?) before they can fully live it.

The second dimension (***sensing-intuition***) points to basic differences in learning styles raised by the question: "How does the individual become aware of what is going on in his/her world?" ***Sensing*** individuals (designated by the letter **S** on the MBTI) are primarily interested in what is going on here and now. They tend to focus their time and energy on what can actually be seen and heard; tending to be realistic, practical and observant. ***Intuitive*** individuals (designated by the letter **N** on the MBTI tend to focus primarily on meanings and future possibilities.

The third dimension (***thinking-feeling***) points to how individuals make decisions and commitments (designated by the letter **T** on the MBTI). ***Thinking-feeling*** individuals prefer to make decisions that are logically and impersonally based on cause and effect. ***Thinkers*** are usually more interested in things than in human relationships and tend

to define "fairness" as "impersonal adherence to rules and principles."

Feeling individuals (designated by the letter **F** on the MBTI tend to make decisions and commitments based upon prioritized values, including how they and others feel about the issue in question. Because consideration for the needs of others is important to them, "fairness" is typically defined as "standing up for the rights and needs of the individual, regardless of what the rules may be."

The fourth dimension (***judging-perceiving***) points to the kind of world in which the individual prefers to live. ***Judging*** individuals (designated by the letter J on the MBTI) prefer to live in a decisive, orderly and planned way. They are more oriented towards controlled life than towards experiencing it. In contrast, ***perceiving*** individuals (designated by the letter P on the MBTI) tend to live their lives in flexible, adaptable, and tolerant ways. They would rather experience life than control it.

The existence of four different preferences which result in sixteen different personality types (no one better than another) is amply supported by a growing body of empirical evidence. There is also a growing body of research which supports the hypothesis that the preferences are linked to visible (and measurable) differences in people's preferred learning styles (McCaulley, 1974); Lawrence, 1982). These findings are summarized in the Tables 1-4.

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	EXTRAVERSION	INTROVERSION
	Interest flows toward outer world of actions and persons	Interest flows toward inner world of concepts and ideas
Interests:	- More interested in happenings in the immediate environment than in the inner world of ideas and understanding. Likes to be interrupted, likes action, seeks group for work and sociability	- Interested in ideas that explain the world - Prefer to work alone or in small groups - Does not like to be interrupted
Learning Activities:	- Likely to be drawn to the new and to jump in without taking time to reflect - Gives more weight to external claims and conditions than to inner certainty - Adaptable - Learns best if experience and action come before concepts and ideas are taught	- Likely to think before acting, may not act at all - Gives more weight to inner realities than to external conditions - Finds it easier to change when new ideas explain new conditions - Learns better if concepts are presented before experience and action
Evaluation:	- May do better on oral than on written tests, and better on tests of applied rather than theoretical knowledge	- May do better on written tests than on oral tests, and better on tests of concepts than on tests of practical application
Suggestions for Teaching:	- Need movement and action -- they will benefit from cooperative and work-study kinds of programs where practical experience goes hand-in-hand with theories and concepts - Need balance of experiences where they are actively involved with groups and times when they work alone	- Need to be encouraged to enjoy the conventional social activities of their peers

Table One - Extraversion-Introversion Preferred Teaching/Learning Styles

	SENSING	INTUITION
	A preference for perceiving immediate, real solid facts of experience	A preference for perceiving possibilities, meaning and relationships of experiences
Interests:	- More interested in the real thing than in words or symbols describing reality; less intrinsic interest in words, meanings and reading than intuitive types - More interested in doing something with tangible objects than listening to what someone is saying	- Naturally interested in the new possibilities suggested by their imagination; natural interest in the meanings of words; symbols, communication and reading - More interested in the "big picture" than minute details
Learning Activities:	- Like to see all around a thing, observing and remembering its detail - Uncomfortable when they are required to deal with materials that are highly complex, abstract, theoretical, or imaginative - Learn best when given a principle, or rule, followed by many examples of variations in applying it	- Value flashes of insight and quickness of perception - Learn best when given a problem with the task of discovering the solution
Evaluation:	- With less natural aptitude for reading, and more interest in the real thing than the written word, they may be at a disadvantage in situations where knowledge of theory is required	- Tend to do well on tasks requiring them to develop meanings from words or symbols
Suggestions for Teaching:	- Need experience with the real thing before learning the symbols which describe reality - Connections between words and symbols need to be made explicit - Work at "stretching" their imagination	- Need to develop a healthy respect for facts; need to be challenged to find a basis for their insights - Assign intuitives to help other students learn (role models)

Table Two - Sensing-Intuition Preferrred Teaching/Learning Styles

	THINKING	FEELING
	A preference for making judgments objectively and impersonally, analyzing facts and ordering them in terms of cause and effect	A preference for making judgments subjectively and personally, weighing values and importance of choices for oneself and other people
Interests:	- Interested in finding objective truth; more interested in things than in human relationships	- Interested in human relationships, the human side of issues, how people can be helped
Learning Activities:	- Like material presented in logical, systematic ways, may prefer lectures - More easily motivated by logic than by appeals to love - Tend to be critical, expecting others to be wrong	- Likely to be more interested if the material is presented from a human point of view - More easily motivated by appeals to friendship, group harmony or love, than by logic - Tend to be agreeable, assuming that others are probably right.
Evaluation:	- May have the edge over Feeling types in situations demanding logical thinking	- May have the edge when it comes to understanding people
Suggestions for Teaching:	- Provide tasks that help thinking students develop analytical abilities - Make cause-and-effect relationships explicit - Challenge them to consider feelings as facts	- Introduce new material from a human angle - Work on values clarification, developing concern for others, weighing long against short range good, and on determining what is more important and what is less important - Challenge them to take into account the probably consequences of their acts

Table Three - Thinking-Feeling Preferred Teaching/Learning Styles

	JUDGING	PERCEIVING
	A preference for living in a planned, orderly way, aiming to regulate and control events	A preference for living in a flexible, spontaneous way, aiming to understand and adapt to others
Interests:	- Related to how a person prefers to conduct his or her life, not to the content of his or her interests - More decisive than curious	- Related to how a person prefers to conduct his or her life, not to the content of his or her interests - More curious than decisive
Learning Activities:	- Like courses taught with system, order, defined tasks, structured assignments - Like to have a schedule and follow it - Learn more through application or duty than through curiosity	- Like courses that are free-wheeling, flexible, adapted to interests as they arise - Like to work "as the spirit" moves them - Learn more through curiosity than through application or duty
Evaluation:	- Grades likely to be higher than would be predicted by their aptitude scores	- Aptitude scores likely to be higher than their grades
Suggestions for Teaching:	- Will seek structure and organization - Like to know what they are accountable for and to be held to it - Need to be able to recognize when it is the right time to be open, curious and perceptive, and when it is time to stop looking and decide to act - Teachers should be alert for occasions where the need for system, order or closure keeps students from exercising a broader curiosity about subject matter	- More flexible learning settings will be needed - Strive for accountability within freedom, helping the student to learn to distinguish between useful open curiosity and self-defeating procrastination or refusal to make decisions - Teachers should be alert to occasions where seeking one more bit of information prevents student from an accomplishment which is within his or her ability had he or she been more decisive

Table Four - Judging-Perceiving Preferred Teaching/Learning Styles

More recently, Zeisset (1985) has outlined three different teaching strategies, growing out of three different ways of looking at students.

The first strategy involes grouping students into four quadrants: ***introverted-sensing (IS), introverted-intuitive (IN), extraverted-sensing (ES), and extraverted-intuitive (EN).*** Her findings suggest the following teaching strategies:

IS - introverts with sensing learn best through "hands-on" activities that can be done alone or with one other person.

ES - extraverts with sensing learn best through "hands-on" activities that involve more than one person.

IN - introverts with intuition learn best through conceptual activities that can be done alone or with with other person.

EN - extraverts with intuition learn best through conceptual activities that involve more than one person.

The second strategy involves grouping students into four temperaments: ***sensing-judging (SJ), sensing-perceiving (SP), intuitive-feeling (NF), and intuitive-thinking (NT).*** Her findings suggest the following teaching strategies:

SJ - needs to know those practical things which preserve social structure and help to prepare for the future. Learns best in a friendly, consistent, and hardworking atmosphere. Needs to be given clear expectations and specific procedures for accomplishing the task. Organized, dependable, and conservative.

SP - curious about the world around him/her. Learns through "hands-on" experience; performs best when constructing, operating, or manipulating objects.

NF - needs an atmospehere that is harmonious, personal, and democratic. Relies on hunches. Will do best when instructional methods provide opportunity for group discussion, small group projects, short-term independent projects, role-playing.

NT - abstract matters are of most interest. Atmosphere of exploration, invention, and discovery is best; long-term independent research projects ideal.

The third strategy involves grouping the students according to the four columns: ***sensing-thinking (ST), sensing-feeling (SF), intuitive-feeling (NF), and intuitive-thinking (NT).*** Her findings suggest the following strategies:

ST - have someone other than the student (probably the teacher or some other adult) demonstrate the skill to be mastered, break it down into small pieces, learn each piece, put it back together. Questions have right/ wrong answers. Feedback needs to be immediate.

SF - promote positive self-concept, communication skills and the ability to get along with others more effectively. Build upon the constructive aspects of peer pressure, such as praise, understanding, gratitude, empathy and freedom of expression.

NF - emphasize originality, creativity, and imagination, the ability to see old things in new ways, and new things in different ways. Teacher's role is supportive rather than directive.

NT - stress diversity of thought, rather than a single response or correct answer. Use thinking process to reach a conclusion. Critical thinking approach should be to encourage the active participation of listeners. Students should be encouraged to recognize assumptions or inferences in presentations; to judge and challenge these assumptions and inferences; and to resolve contradictions among them.

Bradley (1988) has developed a model which relates personality type to the preferred styles for ***sensing-thinking, sensing-feeling, intuitive-feeling, and intuitive-thinking*** teachers. The relationships are shown in Table Five.

- - - - - - - - - - - - - - -
INSERT TABLE FIVE ABOUT HERE
- - - - - - - - - - - - - - - - -

Summary

Taken together the theories discussed above suggest that a growth enhancing environment for students involved in the "Learning for Leadership" project would involve most, if not all, of the following characteristics:

(1) concern for development of **formal operational thinking** skills;

(2) concern for development of a **mutual interpersonal role-taking perspective**;

(3) the use of strategies which focus on experiential learning, with high structure, limited diversity, and personal, yet directive leadership from the teachers.

These characteristics suggest the following hypotheses:

(1) student involved in the project will report the most satisfaction when the learning process includes experiential, "hands-on" opportunities for learning;

(2) students will grow in their ability to take on the role/perspective of others through experience;

(3) the teaching stratagies developed in this project are appropriate for the developmental level of the students and the goals of the project.

	ST	SF	NF	NT
Role of the teacher:	• set example, role model • share knowledge & experience	• instruct, encourage, discipline • role model • serve others	• encourage, inspire • provide variety, creativity • motivate students to develop	• encourage, inspire • help students develop as persons
Ideas for teaching come from:	• state and local curriculum guides, textbooks, and • experience	• curriculum guides, manuals, workshops • other teachers • experience	• concepts from content of course • course readings • knowledge of student development • "inspiration"	• concepts from content of course • knowledge of students' needs and development • synthesis of ideas
Teaching is planned by:	• making complete, detailed plans for year and term with specific objectives	• establishing complete objective & detailed teaching plans using yearly calender • consider students	• structuring plans around general goals, themes, students' needs • adapting plans to student needs	• plan according to an overall yearly structure • organize by concepts or themes
Typical Method of teaching:	• following daily routine • directing activities	• following ordered daily pattern adjusted for person-centered interactions	• using a flexible teaching pattern depending on topic and student need • person-centered interactions	• flexible daily routine depending on topic and student need • interactions based on order & learning
Students' work evaluated by:	• using points & percentages in a systematic way	• using points & percentages, plus • extra credit options	• using a number of factors, only one of which is grades	• using a number of factors
Teacher feels successful if:	• student grades and behavior improve	• behavior and grades improve • feeling of having contributed to students' education	• student learning & participation increased • feeling of having contributed to students' education	• students have increased involvement with learning

Table Five - Personality Type and Learning Styles

In the sections which follow, brief descriptions of activities connected with the "Learning for Leadership" project will be presented and discussed to see whether the successes and failures of the Project can be accounted for, on the basis of the theoretical model which has been proposed.

SECTION TWO

DESCRIPTION OF ACTIVITIES

Anticipated Outcomes

Based on the proposal submitted to and accepted by the U.S. Department of Education and upon the theoretical framework outlined in the preceding section of this report, the anticipated outcomes for the Learning for Leadership Project were as follows:

(1) the development of innovative instructional techniques that would

(a) enable students to achieve critical thinking skills appropriate to their level of cognitive development;

(b) increase student knowledge about and involvement in the American political system;

(c) motivate student learning

(2) the provision for computer technology and resources for application in the middle schools social studies curriculum;

(3) the provision for community-based experiences and other teacher incentives that promote professional and personal development in order to foster more creative teaching;

(4) the promotion of interaction with parents, business, community resources and other schools as a means to improve the quality of middle school education.

Actual Outcomes

In attempting to achieve these objectives, four different kinds of activities - each focusing on a different objective - were developed during the course of the Project. These included:

A. A variety of staff development opportunities.

B. Classroom 'enrichment' activities involving regularly scheduled classes and subject materials.

C. Pilot projects - such as the "Summer School Project" and the "Election Simulation."

D. Formation of a community based Advisory Board to give advice and direction to the Project.

The two year cycle of the Learning for Leadership Project resulted in a decision, by the Project Team, to let teachers wishing to be involved help to define the "shape" of the Project, particularly during its second year. As a result, the focus of the first year was more on identifying the kinds of specific activities and programs, falling under the broad guidelines of the Project proposal, in which teachers would be interested and the kinds of inservice programs that would be of help to them than on directives and advice from the Project Team. This led to the exploration of a wide range of possible activities and learning models; including a variety of staff development activities, establishing the ties with CompuServe, the formation of a community-based Advisory Board, and a number of successful classroom enrichment activities. The enthusiasm and commitment resulting from these activities served as the foundation for the second year of the Project.

Staff Development

As the Learning for Leadership Project was getting underway in the fall of 1986, a number of other concerns were also vying for the time and attention of teachers who had originally indicated an interest in participating.

In the Upper Arlington School District, two new principals were assigned to the participating middle schools. In addition, new staff moved up from elementary schools. This resulted in the temporary assignment of six teachers to social studies courses during the first year of the Project, each of whom made it very clear that they did not wish to teach in this area during the second year of the Project. Thus, staff continuity and commitment was a concern from the very beginning.

The Worthington School District had also been reorganized, resulting in new principals and some new staff at each of the participating middle schools.

Finally, during the first year of the Learning for Leadership Project, both districts were also preoccupied with preparations for Ohio State Board of Education inspections, which were to take place during the 1986-87 academic year.

One of the first activities held in connection with the Project was an informational inservice held in October, 1986, at the offices of CompuServe, a Columbus based computer information service. While the purpose of this inservice was to give potential participants an overall

picture of the possibilities of the Learning for Leadership Project, some teachers were "scared away" because of what they perceived to be a Project aimed primarily at developing and/or enhancing computer literacy skills. No doubt the decision to have this inservice at CompuServe contributed to this misperception. While the inservice received a favorable evaluation from the majority of those who attended, it did result in some confusion, which persisted well into the first year of the Project, as to the real focus of the Learning for Leadership Project.

Twenty teachers attended a second inservice, held in December, 1986, which focused on "experiential education." The program was favorably received, with teachers attending indicating a willingness to attend similar inservice sessions in the future. Teachers at this inservice also noted that, for them, the major attractions of the Learning for Leadership Project were

(1) the opportunity to develop and try out a variety of new classroom activities and

(2) the opportunity to share ideas and lesson units with teachers from other schools, within and outside their school district.

In an effort to clarify the focus of the Project and, in response to teacher requests for more concrete guidelines, the third inservice, held in April, 1987, focused on providing the structure necessary to ensure that some Project-related teaching activities would occur during the first year of the Project. While this inservice was offered to teachers of both school districts, only teachers from the Upper

Arlington School District were able to attend.

This inservice focused on an explanation of the "Curriculum Activity Overview" (see Attachment A), a set of guidelines developed by the Project Team. The "Overview" outlined a process for developing and implementing a variety of activities, utilizing Project strategies and Project themes, during the Spring of 1987. It was hoped that these activities would serve as models for other activities to be developed during the second year of the Learning for Leadership Project.

Possible curriculum activities included:

> (1) Replication of an existing teaching activity that already incorporates both a Project strategy and a Project theme (both content and process remain unchanged);
>
> (2) Enhancement of an existing teaching activity, falling within a Project theme, by incorporating one or more of the Project strategies (content remains the same; the process changes);
>
> (3) Development of a new unit or activity that utilizes a Project strategy and a Project theme (content and process both change).

This meeting resulted in requests for evaluation of four classroom activities - two which were developed specifically with the "Curriculum Activity Overview" in mind and two which were developed separately but which were judged worthy of evaluation and inclusion in the Learning for Leadership Project. These activities are discussed in greater detail in the next section of this report.

A proposed May inservice, intended to give participating teachers an opportunity to share activities, ideas and suggestions for the

coming year, was not held. Given the nature of the year-end schedules of those involved, it simply was not possible to bring participating teachers together with other potentially interested teachers.

The second year of the Learning for Leadership Project saw a number of changes in administration and in the focus of the inservice sessions. During the Spring of 1987, the original Project Consultants resigned and were eventually replaced by a new Project Consultant just before school began in the fall of 1987.

Feedback from teachers who had been involved in the first year of the Project indicated that inservice time could be better spent by bringing participating teachers together on a regular basis to share ideas, concerns, and frustrations connected with their participation in the Project. They also wanted more direction from the Project Consultant and the Project Evaluator as to what kinds of activities might be included under the "umbrella" of the Learning for Leadership Project and how these activities might be evaluated.

In order to integrate the new Project Consultant into the Project Team a series of meetings was held early in the fall of 1987. These meetings resulted in a decision on her part to make herself available to all participating teachers on a regular basis for consultation. Beginning in October, 1987, she met with each participating teacher. Subsequent to that, meetings were held as needed.

A series of meetings was also held involving Building Liaisons and the Project Team. These meetings afforded the Project Team an

opportunity to listen to the specific support needs of participating teachers, as well as to offer encouragement in their efforts to "recruit" new participants in the Project. Input from the Building Liaisons was also critical in determining the format and content of a monthly Project "newsletter," which was sent to all teachers whether they were involved in the Project or not.

These meetings, held on a monthly basis from September, 1987 - January, 1988, also afforded participating teachers a regular opportunity to get together to exchange ideas and resources as they developed activities for the winter and spring of 1988. The fall meetings focused on developing a process by which any interested teacher - regardless of whether they had participated in the first year of the Project - could apply for a "mini-grant" to help with expenses connected with activities they might like to develop. A formal application process (see Attachment B) was developed by the Project Team in conjunction with participating teachers.

This resulted in the submission of a dozen proposals which were evaluated by the Project Team and Building Liaisons at the December, 1987 inservice, in order to make recommendations to the Project Team as to which activities should be funded and at what level. Critical factors in the evaluation included:

+ whether the proposed activity was a replication or enhancement of an existing classroom activity or whether it represented something altogether new;

+ the possibility of collecting pretest and posttest data;

+ demographics of those involved;

+ the openness of teachers and students to take the Myers-Briggs Type Indicator and such other instruments as might be determined to be useful in the evaluation of the Project.

A more comprehensive description of the proposals submitted and approved is included in the next section of this report.

Teachers later reported that the opportunity to share "mini-grant" proposals and to exchange ideas was one of the highlights of their involvement in the Learning for Leadership Project. In effect the teachers became "curricular consultants" to one another. They also noted that these collaborative opportunities, especially outside their own building, have been few and far between in their previous teaching experiences. Nor has there typically been much administrative support, in the form of paid time off, to attend activities such as these planning meetings. Yet every teacher involved noted that these opportunities to get together were crucial to helping to build enthusiasm for the Learning for Leadership Project.

Inservice meetings were also held in April and May of 1988 to continue planning for the Summer School Project and a proposed Fall 1988 "Election Simulation."

During this period all participating teachers were asked to take the Myers-Briggs Type Indicator so that the data could be compared with previous research on relationships between personality type and preferred teaching/learning styles. An inservice explaining the results and the implications for the Project was offered for Building

Liaisons in June, 1988. A more general inservice for all participating teachers is being planned for early 1989.

INSERT TABLE SIX ABOUT HERE

The data shown in Table Six, showing the Myers-Briggs Personality Types of participating teachers, reflects comments made by these teachers, indicating that, from their perspective, "creative teaching" involves a combination of

+ experiential, "hands-on" learning opportunities;

+ opportunities to talk about what was done after-the-fact to see what might generalize to other settings and content areas;

+ and enough structure to give teachers a sense of where the Project was going and how they could become involved.

More specifically, the data suggests that, by a slight majority (54% to 46%), the Learning for Leadership Project seemed to attract teachers who were at their best when they

+ could share knowledge and experience with each other (ST's and SF's);

+ could draw upon the ideas suggested by curriculum guidelines (such as the "Curriculum Activity Overview") and the "wisdom" of other teachers as to "what might work best..." (ST's and SF's);

+ were given clear expectations and specific procedures for accomplishing the tasks at hand (SJ's). This was accomplished by use of the "Curriculum Activity Overview," mini-grant application forms, careful delineation of deadlines, and a structured evaluation for teachers to complete following activities.

ISTJ N= 2 %= 13.3	ISFJ N= 1 %= 6.7	INFJ N= 1 %= 6.7	INTJ N= 0 %= 0
ISTP N=0 %=0	ISFP N=0 %=0	INFP N=0 %=0	INTP N=2 %=13.3
ESTP N= 0 %= 0	ESFP N=0 %=0	ENFP N=3 %=20.0	ENTP N=0 %=0
ESTJ N= 5 %= 33.3	ESFJ N= 0 %= 0	ENFJ N= 1 %= 6.7	ENTJ N= 0 %= 0

	N	Percent		N	Percent
E	9	60.0	ST	7	46.7
I	6	40.0	SF	1	6.7
			NF	5	33.3
S	8	53.3	NT	2	13.3
N	7	46.7			
T	9	60.0			
F	6	40.0			
J	10	66.7			
P	5	33.3			

Table Six - Selection Ratio Type Table for Participating Teachers (N=15)

The critical teaching/learning variable seemed to be the provision for regular teacher inservice planning sessions which allowed

> + NF's and NT's to share their dreams (*"What would happen if....?"*)
>
> + while encouraging the ST's and SF's to ask for concrete details (*"What will it cost? When will we do it? Who will do it? How will it be evaluated?"*)
>
> + for working out guidelines, deadlines, and other structures necessary to satisfy the J's
>
> + while still encouraging and allowing for the possibility of the unexpected and spontaneous, thus satisfying the P's.

What comes out of this is a good illustration of what Myers (1980) refers to as "the mutual usefulness of opposite types" - as illustrated in Table Seven.

INSERT TABLE SEVEN ABOUT HERE

This table shows what most people "intuitively" know -- namely that there is usually more than one way to view a problem or confront a challenge and find a workable solution to it. What the participating teachers discovered - and what Myer-Briggs Personality Type theory predicts - is that when people with different ways of looking at and making sense out of the world work together, taking care to respect one another's differences as gifts rather than as handicaps or shortcomings, the solutions arrived at by the team will usually be far

INTUITIVES NEED SENSING TYPES:	SENSING TYPES NEED INTUITIVES:
To bring up pertinent facts	To bring up new possibilities
To apply experience to problems	To supply ingenuity on problems
To read the fine print in a contract	To read the signs of coming change
To notice what needs attention now	To see how to prepare for the future
To have patience	To have enthusiasm
To keep track of essential details	To watch for new essentials
To face difficulties with realism	To tackle difficulties with zest
To remind that the joys of the present are important	To show that the joys of the future are worth looking for
FEELING TYPES NEED THINKERS:	**THINKERS NEED FEELING TYPES:**
To analyze	To persuade
To organize	To conciliate
To find the flaws in advance	To forecast how others will feel
To reform what needs reforming	To arouse enthusiasm
To hold consistently to a policy	To teach
To weigh "the law and the evidence"	To sell
To fire people when necessary	To advertise
To stand firm against opposition	To appreciate the thinker

Table Seven - The Mutual Usefulness of Opposite Types

more creative and satisfying than those arrived at by any one individual. To put it another way, working together not only builds a sense of "teamness" and a team commitment to what is being planned, it almost always leads to a more creative plan.

Thus, the strength of the Learning for Leadership Project, for the teachers involved, seemed to lie in the evolution of a **process model for teacher inservices**, which included, but was not limited to

> + "hands-on," experiential learning activities, demonstrating and learning skills that could be used in the classroom (such as the CompuServe workshop, Project CloseUp, Teacher-in-the-Workplace, and the MBTI workshop);
>
> + a relatively high degree of structure (who? what? where? when? How will it be evaluated?);
>
> + a relatively high level of personal support, especially between Building Liaisons and the Project Team (particularly important to the NF's and SF's);
>
> + "structured" opportunities for the NT's and NF's to share their dreams and visions with professional colleagues (which gave the ST's and SF's a chance to use their practical skills to help make the dreams come true).

Furthermore, the very nature of the Learning for Leadership Project stressed experiential learning and teacher creativity, thus making it potentially attractive to both S's (who like to do things with their hands) and N's (who are always looking for a better way to do something). Initial confusion over the goal and purpose of the Project, along with the expressed desire for more "direction" was probably a reflection of the relatively high percentage of J teachers

(67%, as opposed to the national average of 55%) involved.

It should be emphasized, however, that the purpose of this analysis is not to suggest that the Learning for Leadership Project was successful simply because of the particular combination of personality types represented in the participating teachers. To do so would imply that personality types are predictive of an individual's behavior and style at all times and that the individual cannot adapt to the demands of particular situations.

Rather, the analysis serves to identify certain teacher characteristics or styles which seemed to contribute to the relative success of the Learning for Leadership Project so that these might be highlighted for the benefit of others who might wish to replicate or adapt some of the strategies developed in the Project to other content areas.

Three other activities also came under the heading of staff development: Project Close Up, the "Teachers-in-the-Workplace" summer internship program, and the Cleveland "Conflict Resolution" program. Funds from the Learning for Leadership Project were used to make it possible for selected teachers to participate in each of these activities.

Project Close Up - During the first year of the Project four teachers, two from the Upper Arlington School District and two from the Worthington School District were sent to Washington, D.C. to participate in this program. During the second year of the Project,

two teachers were sent, one from each school district. While this program on the structure and function of government is normally intended for high school civics teachers the six teachers involved reported that the experience was very beneficial to them - professionally as well as personally. Four of the six were subsequently involved in developing and teaching the "Summer School Project" (reported on in a subsequent section of this report).

Teachers-in-the-Workplace - during the two years of the Project, three teachers, two from the Worthington School District and one from the Upper Arlington School District participated in this already existing program. The program aims at giving teachers a better understanding of how government and business operate. One teacher was assigned to the Office of the Attorney General in the Consumer Protection Division where she began work on two projects: one a long-term study on how the Consumer Protection Division might develop a curriculum to raise the consumer awareness of students in grades 7-12; the other a project aimed at developing a one-week lesson plan to teach Ohio's consumer protection laws to middle school students. The second teacher was assigned to the Office of Economic Development for the City of Columbus, where she gained first-hand knowledge about important leadership skills that she could teach her middle school students. The third teacher was assigned to the Ohio Department of Education where she was involved as a liaison between the Department and various legislators. Her experiences found their way into her teaching in the

fall of 1988, particularly in relation to helping to develop the "Election Simulation" (reported on in the following section).

All three teachers rated their experiences as very positive and helpful in shaping their thinking about activities relating to the Learning for Leadership Project.

Two other teachers from the Worthington school district went to Cleveland to learn more about a "Conflict Resolution" model which they had hoped to be able to adapt and use in Worthington middle schools in connection with the Learning for Leadrship Project. This activity did not proceed as anticipated, however, inasmuch as the program presently being used in Cleveland is copyrighted and could not be used in Worthington without hiring trainers from Cleveland to work with interested teachers and their students.

Curriculum Enrichment Activities

Using the guidelines contained on the "Curriculum Overview Worksheet" (Attachment A) and the "Project Framework" (Attachment B), participating teachers were able to select activities appropriate to the content area on which they wanted to focus. Current affairs and the political process were included under the broader "umbrella" of leadership skill developoment. Also included were local, state, national, and international issues and governments and also links with the past or the future.

A variety of instructional strategies were made possible because of funds from the Learning for Leadership Project. One was the active participation of the students. "Being there" and learning directly from the people involved was far more meaningful than reading about a problem or issue or hearing about it second-hand. Community-based experiences were also important. By going into the field to interact with members of the community in their various roles, students were able to understand more about the issues they were studying and observe the wide variety of leadership styles and strategies exemplified by the people they visited.

A third instructional strategy, which was discussed in the previous section, was teacher involvement in the planning of activities - often with the support and assistance of colleagues. By empowering teachers to develop and then carry out the activities they saw as being most relevant to their students, exciting learning opportunities for students occurred.

A fourth strategy involved interdisciplinary activities to encourage "teaming" across subject areas. This was particularly evident in the Summer School Project which was taught by a social studies teacher and an English teacher in its first year.

Interdistrict activities were also apparent in both the Summer School Project and the Election Simulation. Parental involvement was also important in both of these activities.

The activities which were evaluated in year one and year two of the Learning for Leadership Project are shown below and then described in the narratives which follow.

	Replication	Enhancement	Development
Year One			
Chinese-American School Project		x	
American History Project on the 50's		x	
Notebooks on Current Events		x	
The American Court System		x	
Year Two			
World Affairs Project		x	
Lake Erie Study			x
Working with the Homeless		x	
Volunteer Project		x	
New Conflict Resolution			x
Leadership Project		x	

"Chinese-American School Project"

This was an interdisciplinary activity, involving three teachers and three seventh grade classes from Hastings Middle School in Upper Arlington. The goals of this activity were:

+ to enhance student motivation;

+ to help students develop higher level critical thinking skills.

The activity sought to heighten student awareness of the differences between Chinese and American schools by first studying what it would be like to attend school in China and then by simulating a Chinese classroom. Included in the simulation were references to the works of Chairman Mao, discipline of students by their peers, a lesson in Chinese characters, the wearing of certain clothes, and the observance of certain standards of classroom "etiquette" which would be typical of a Chinese school.

Student reactions to the simulation ranged from very positive to very negative. Many said they liked the fact that they were listened to when they talked or answered a question. They also appreciated the time for relaxation exercises and liked the way Chinese students seemed to show respect for their elders and teachers. They did not like having to dress alike or having to sit with their hands behind their backs or being criticized by their peers. They were also concerned about the lack of freedom and the way teachers were trying to put thoughts into their heads. Most said they preferred the American school system, but that they enjoyed learning about another culture.

American History Project - the Fifty's

This was an American history class, involving eighth graders at Hastings Middle School in Upper Arlington, emphasizing individual, small group and class activities. The subject matter was American History from 1920-1980. The strategy involved dividing the period into decades and having teams of students research and present information on key events, persons, trends, disasters, foreign affairs, and so on for a given period.

The activity sought to enhance student motivation and achievement by having students gather and present information on the decade they selected. This was done by means of posters, graphs, wearing clothes of the period, and "lecture." Critical thinking skills were developed by asking students to examine possible relationships between the past and the present. Students were encouraged to think of themselves as "a visiting professor sharing their knowledge with the class." In addition to their classroom presentations, students were also required to turn in a written essay, to be made available to other class members, which summarized their findings.

Student reactions were generally favorable, despite the uneven quality of some of the presentations. Said one student, "This is a great way to learn; I really feel like I lived in this decade." Said another, "Even though I've worked so hard, I've learned a great deal."

While the teacher involved reported an increase in student motivation, she also noted that some students had difficulty with the assignment. Some presenters had difficulty making the necessary

connections between then and now (perhaps indicating that the necessary critical thinking skills were not yet in place). Others had difficulty organizing their facts so that material was presented in an orderly, coherent fashion. On the whole, however, most presentations were reasonably well done. The increase in student motivation could be seen in the good-natured competition to see which teams could come up with the best posters and most authentic dress.

Notebooks on Current Events

This was an American history activity, involving eighth graders and one teacher at Jones Middle School in Upper Arlington. Students were allowed to pick a current topic of importance to them and given approximately eight weeks to collect data and information on that topic. By using real data to introduce students to the real world and real world problems, it was hoped that students would learn

+ to accept differences in people (particularly differences of opinion); and

+ how to make good decisions based on careful analysis of data.

Each student had an initial meeting with the teacher to discuss the topic she/he had selected. Weekly one-on-one meetings were held to monitor progress. At the end of this time each student was required to turn in a notebook containing his/her work. Notebooks were to include letters, pamphlets, articles, summaries of tv news reports and student reactions to each item included. Daily entries in the notebook were strongly suggested. Students were also required to write a personal "reaction paper" to the topic they had chosen, indicating what they had learned and their reactions to it. They were also given the option of making a classroom presentation of their findings and their reactions to it.

The teacher involved was enthusiastic about this activity and noted how much growth she had observed during the two months during which the activity was underway. She noted particularly growth in the students' ability to do research, to argue a position based on

facts, and in critical thinking skills.

The American Court System

This was an interdisciplinary activity (English/Social Studies/Reading) involving sixth graders at Jones Middle School in Upper Arlington. The activity focused on the American political process and the U.S. Constitution, particularly as these relate to the American judicial system.

By visiting a courtroom, meeting with judges and lawyers, and by observing a trial in process, it was hoped that students would

+ learn what a courtroom is;
+ gain an appreciation for who they are/what they are as American citizens;
+ gain an appreciation of the American legal and judicial system.

The teacher involved was enthusiastic about the experience, but felt that the model she had developed would be improved by including additional visits by lawyers and to other related governmental offices.

World Affairs Project

The "World Affairs Project" involved approximately seventy-five gifted seventh graders from the three Worthington Middle Schools. The activity took place during the second semester of the 1987-88 school year and lasted for about nine weeks. Its goals were:

+ to have students become more aware of world issues through the use of student/parent surveys;

+ to have students select an issue and become an "expert" on that topic by using a variety of resources;

+ to have students become more sensitive to the feelings of others by learning to respect opinions that are based on facts which may not be in argreement with theirs.

These goals were accomplished by having each student study one of six world problems in depth. The problems included world hunger, AIDS, and the depletion of the ozone layer. Students used newspapers and magazines to research their problems and deduct information. Eight to twelve students studied each of the six world issues.

The concluding activity was a "World Affairs Conference" held for one day. During the morning of May 27, 1988, students met as a group to share the knowledge they had acquired during their studies. In the afternoon they tried to arrive at consensus concerning an answer to the questions raised by each of their issues.

Overall the activity was judged to be a success. The teacher did comment that if she were to repeat this activity, she would allow more time for a longer conference day.

Lake Erie Study

The "Lake Erie Study" involved approximately eighty eighth grade students from all three Worthington Middle schools who had been identified as gifted. This activity took place during the second semester of the 1987-88 school year. The goals were

+ to afford students the opportunity to have hands-on experience with liminological equipment;

+ to allow students to apply knowledge learned to Lake Erie and to more fully comprehend concepts learned in class;

+ to raise students' awareness of the importance of Lake Erie's future preservation in terms of "how what we do today affects tomorrow;" and

+ to travel to Gibraltar Island in Lake Erie for two days and one night to learn first-hand from experts in the field.

Students learned through the field trip, class lectures, guest speakers, videos, and materials from a program entitled "Oceanic Education Activities for Great Lakes Schools" (OEAGLS). The field trips took place on May 10-11 and June 2-3, 1988, after about six to eight weeks of intensive classroom study of issues related to the preservation of Lake Erie.

While not all of the material was covered due to less contact time with students than originally planned, the activity was judged to have been successful. More time allotted would have made it even more successful. The teacher noted that the OEAGLS activities presented an interdisciplinary approach to the teaching of social studies and science.

Working With the Homeless

This activity involved eighty-six eighth grade students from Jones Middle School in Upper Arlington. It took place during January and February, 1988. Its goals were

+ for students to involve themselves as volunteers at an area homeless shelter;

+ to give students first-hand experience at a homeless shelter by serving lunch and displaying art work; and

+ for students to see and feel that their help was valued and needed in their community.

Students learned about the problems of the homeless through a study of current events. While they had previously studied the Great Depression, along with its accompanying food lines, the instructor believed that this abstract study did not make nearly the impression that a first-hand experience would. With that in mind the Director of the Open Shelter, a shelter for homeless men in Franklin County (Columbus, Ohio), was invited to come to the school to speak about the community's involvement in helping to solve the problems of the homeless.

Then it was time for doing. Students, along with their parents, collected items for the Open Shelter. Parents helped to deliver them. Students also donated posters and original works of art that they had made. They also planned the menu, donated and prepared the food for the lunch they would serve in the foodline on the day they went to the Shelter.

During February students rode public transportation to the Shelter

to display their art work and to serve the lunch they had planned. They were divided into four groups. Each group went to the Shelter once on four consecutive Wednesdays in February.

Leraning for Leadership Project funds were used to cover the cost of public transportation to and from the Shelter. Some funds were also used to purchase pans in which the food was carried. Students (and their families) donated most of the food needed to feed 120-150 men. A typical menu consisted of sandwiches, casseroles, jello molds, rolls, brownies, cookies, popcorn and evening snacks, and coffee. Besides preparing and serving the food, students also cleaned the Shelter, sorted clothes, and displayed their art work.

The teacher reported that the activity was a significant success. Not only did students become more aware of the problems of the homeless, but also many of their prejudices toward and stereotypes of the homeless were confronted and reduced. One student put it this way: "Maybe it could have been different for them, if they only had another chance.... It could happen to anyone." (See Attachment C for more details and student reactions).

The teacher plans on repeating this activity during January and February of this school year, but visits to the Shelter will occur on a day other than Wednesday, which is the day when caseworkers are present to work with the residents.

The Volunteer Project

The "Volunteer Project" involved 110 sixth graders from Jones Middle School in Upper Arlington. Its goals were

+ to find ways to get students into the community as volunteers; and

+ to research ways to volunteer, listen to speakers on voluntarism, and visit various volunteer-dependent agencies.

The study lasted two weeks, involving fifty-five students at a time. The typical nine-period schedule was eliminated so that the study could follow the course of an integrated day more typical of an elementary school schedule. This allowed the students to work on projects that lasted more than one period and also gave more scheduling flexibility for arranging guest speakers.

Several activities evolved as part of this project.

First, students were involved in an endangered species mini-study. They developed independent projects about animals they chose. They also investigated ways to help animal rights' groups.

Second, speakers from Youth-to-Youth, a group which encourages teens to stay drug free, explained ways of involving middle school students in their program. As a result, several students made independent contact with the group after their presentation.

Third, students participated in a disabilities simulation developed by the Girl Scout Council for Goodwill Express. Through this simulation they experienced what it was like to be hearing or vision impaired, to have a learning disability, and to have cerebral palsy.

Fourth, they made posters for MADD. As part of the MADD pre-prom advertising campaign, Mothers Against Drunk Driving displayed the posters that the sixth graders had planned and made in area high schools and businesses.

Fifth, a speaker from United Way gave an overview of what the United Way is, what it does, and how students can help.

Sixth, people with several years of volunteer service spoke to the students about their involvement and helped them look at ways they could also volunteer.

Seventh, the students visited the Center of Science and Industry (Columbus, Ohio). The focus of the trip was not to look at the displays but to find out first-hand the kinds of things volunteers do at COSI.

Writing journal entries was an essential part of this study. Each day the students had questions to answer about the day's activities. Not only did this help them reflect on what they had learned, but it also helped the teachers chart plans for the next day. In repeating this activity, it would be important to leave time at the end of each day for students to write and for teachers to respond to journal entries.

The disabilities simulation was a favorite for most of the students. The visually impaired person, along with her guide dog, was an excellent example of an independent and self-sufficient "handicapped" person.

The final day of the study was a "doing" day. The students worked

individually or in small groups to make and bag cookies for the Ronald McDonald House, make mobiles for a nearby nursing home, design posters for the Humane Society, and make catnip bags for cats at the Animal Shelter.

If this activity is repeated, teachers recommend spending more time on a particular component of the project, rather than trying to cover "everything." That way students will learn more about one facet of the volunteer opportunities open to them. It would also be beneficial for students to have more school time for actual volunteering outside the school. Future plans also call for the involvement of students in the planning and implementation of the activity.

New Conflict Resolution Project

The "New Conflict Resolution Project" was intended to involve seventh and eighth graders at all three middle schools in the Worthington school district. Its goals were

+ to involve students in school discipline;
+ to reduce repetitive school misbehaviors;
+ to contribute to a positive school climate by resolving conflicts among people who have ongoing relationships;
+ to enable students to internalize controls;
+ to stress appropriate listening skills;
+ to increase the ability of members of the school community to generate options to discipline problems; and
+ to provide students with a skill useful in community service.

Learning for Leadership Project funds paid for two teachers to visit two schools in the Cleveland area presently using this approach. The original plan had been to learn about the project first-hand and then adapt it to the Worthington middle schools. After their visits, however, the teachers reported that the only way they would be able to implement the program in the Worthington schools, since it is copyrighted, would be to hire trainers from the schools they had visited to work with their staffs and students. Appropriate adaptations are still under consideration.

Leadership Project

The "Leadership Project" involved all the eighth graders at Hastings Middle School in Upper Arlington. Its goals were

+ to provide experiences designed to enhance students' interest in, understanding of, and participation as citizens and leaders;

+ to develop recognition of leadership skills in self and others; and

+ to prepare students for a positive experience in Washington, D.C., by equipping them with the skills needed to present themselves correctly and effectively to others.

The activity occurred during the Spring of 1988.

Students defined leadership qualities and discussed the differences in leaders. They tried to identify the types of leaders most in line with certain individual and group attitudes and beliefs. Each student also completed the Myers-Briggs Type Indicator (self-scoring short form). Its analysis helped them understand and appreciate their own leadership potential.

The students responded well to the discussion topics. They found the Myers-Briggs Type Indicator to be an interesting instrument which touched off a lively discussion of personality types, particularly their own.

While they did not complete the original goal of having a leadership forum, they included an etiquette unit, which proved worthwhile. Many positive comments were received from proprietors during their class trip, which included points in Ohio and the southern part of Michigan.

C. *Special Projects*

1. The Summer School Project

One of the more significant activities made possible by funds from the Learning for Leadership Project grant was the "Summer School Project." This three-week course, held during both summers of the Project, was aimed at enhancing citizenship education by learning about state and local government and the characteristics of leadership by actually meeting with state and local government leaders. The emphasis was on an experiential approach to learning about government. About two-thirds of the time the course was in session was spent out in the field, as students met with representatives of each branch of government in order to obtain information about such things as

+ what each person does;
+ how they perceive their relationship to the public and other branches of government;
+ what they see as the qualities essential for a "good" leader.

The "Summer School Project" was open to all students from both school districts. Thus, students who enrolled came with widely differing academic abilities - some were "gifted," one was "learning disabled," and the rest fell somewhere in between. Sixteen middle school students (thirteen from Worthington and three from Upper Arlington) were enrolled in the summer of 1987. The course was taught by two teachers, one from each school district. In the summer of 1988, four teachers were involved - two from each district, thus enabling the

Project to open a second section. Twenty-eight students enrolled; most incoming seventh and eighth graders from the five participating middle schools.

The goals of the Summer School Project were

+ to learn about the three branches of state and local government by seeing them in action and meeting their leaders;
+ to participate in experiential education with middle school students from different schools;
+ to observe leadership strategies in different branches of state and local government; and
+ to foster critical thinking skills by focusing on issues and their implications rather than by focusing on structure alone.

The course met from 9a.m. to noon daily for three weeks. During the first week, students learned about leadership in the legislative branch of Ohio's state government. The second week focused on the judicial branch and the final week on the executive branch.

Each morning students met at their classroom site in Worthington. The morning consisted of either classroom work to prepare for upcoming visits with state and local leaders or the visits themselves. Out of fourteen class sessions, eight were taken up by "on-site" visits, one more for an "in class session" presentation by two lobbyists, and the remaining five for class discussion and preparation.

The first day of the summer school session offered students an introduction to the course, the instructors, and to each other. Students also took a pretest covering their knowledge of the three branches of government and their functions. They were also asked to

describe the characteristics of leadership. Students enrolled in the second year of the Summer School Project were also asked to take the Myers-Briggs Type Indicator (Form G) and the "Sociomoral Reflection Measure." A review of the results appears elsewhere in this section.

The students received a calendar for the course which also served as a permission slip for all the trips they would be taking. The dress code for students was clearly stated on the calendar. It was followed every time students went into the field.

In preparation for these trips, students were given the responsibility of developing ten questions which they could use when meeting with state and local leaders. Students were encouraged to involve their parents in developing their questions. While some questions could be directed to a particular elected official and his/her responsibilities or special interest, the hope was that the questions would be generic enough to be appropriate to ask any of the people the students would be visiting.

Students had a number of other responsibilities as well. These were also outlined on the first day of the class. These included

+ keeping a journal capturing the day's highlights;
+ writing letters thanking the people they visited;
+ creating certificates of appreciation which were sent to the people they visited;
+ serving as official photographers to chronicle each day's highlights through slides - these would be used at the end of the course during a presentation for parents and other interested parties.

Materials from the Summer School Project are included (see Attachment

D) to further clarify many of the details that led to the success of the class.

In order to test the hypotheses set forth in Section One of this report, two kinds of data were collected. In both years of the Project, students took a pretest and a postest, involving basic questions on the three branches of government and the qualities of leadership. Some of the more significant findings are noted below.

In the pretest for the first Summer School Project only one-half of the students could correctly identify the three branches of government and what each branch did. In the posttest all of the students correctly identified the three branches of government and 75% correctly identified the functions of each branch, this despite the fact that teachers spent very little classroom time formally emphasizing these points.

On the pretest asking students to describe "leadership qualities," students listed things such as: being able to make good choices, being responsive to the people, not being a hypocrite, being creative and caring, being persuasive and well-liked, being a good listener, and knowing about the law and the world. On the posttest students listed many of the same qualities, with two important additions: being able to bring out the leadership qualities in others and having the courage to stand up for what he/she thinks is right.

Even more significant in terms of Project goals was that, on the pretest, when asked to give examples of leaders, students mentioned a wide range of well-known political figures. When asked the same

question on the posttest, students added the names of persons they had visited and parents, teachers, and friends. What seems significant here is that students began to see leadership qualities in themselves and those closest to them and not just in elected officials in government.

A second kind of data was collected only from students enrolled in the second year Summer School Project. In order to test the hypotheses set forth at the beginning of the Project, students were asked to take two instruments: the Myers-Briggs Type Indicator (Form G) and and an abbreviated version of the "Sociomoral Reflection Measure" (see Attachment E). The latter instrument, developed by John Gibbs (1982), uses Kohlberg and Kohlberg-like dilemmas to measure the levels of moral development an individual has achieved. The SMRM has been found to correlate very highly with Kohlberg's Moral Judgment Interviews (Gibbs, 1982).

The Myers-Briggs Type Indicator is a self-administrering instrument which normally takes about 30-45 minutes to complete. Scoring of the MBTI was done by the Project Eavluator using scoring keys provided with the instrument. Scores range from "A Very Slight Preference" (1-9), to "A Very Strong Preference" (39 and up). A score in the range of 1-9 may be taken as an indication of uncertainty as to what the individual really prefers or it may indicate development of the ability of the individual to "go" with the demands of the situation. A strong preference is an indication that the individual is very sure what he/she prefers. It may also suggest that the individual might have difficulty in doing the opposite when in situations

requiring it.

The SMRM is a self-administering paper and pencil instrument which is patterned after the much longer Moral Judgment Interview of Kohlberg (1981). Subjects are asked to read a dilemma, which poses a number of moral and/or ethical issues, and then to respond to a series of probe questions about what they think ought to happen under the circumstances and why. The SMRM is available in two forms, A and B. Each form contains two dilemmas, each with seven probe questions. Normally, subjects are asked to respond to both dilemmas in order to access a broader range of the individual's sociomoral reasoning. The SMRM is scored using scoring guidelines contained in Social Intelligence: Measuring the Development of Sociomoral Reflection (Gibbs, 1982).

Before presenting the data, two cautions about the results must be mentioned. First, because both instruments require the individual to respond to written stimuli, the individual's level of reading comprehension may be a factor in the results obtained. This may be a particular problem with the MBTI. McCaulley (1985) and others have suggested that the lower grade limit for reliability with Form G is Junior High School. In addition to the problem of reading comprehension - which might show itself in a higher than average number of questions not answered, especially towards the end of the instrument - it is also possible that Junior High School subjects may still be exploring both "sides" of their preferences and may, in fact, not be sure what they prefer. This would show itself in a relatively high percentage of scores in the "Very Slight Preference" range.

Second, with respect to the SMRM, it was necessary in the interests of time, to use only one dilemma rather than the normal two. The "Judy dilemma" (See Attachment E) was selected because it raises issues familiar to students. Given the time constraints placed upon data gathering, it was judged that this dilemma would best suit the needs of the Project. However, using only one dilemma does narrow the sample of the individual's thinking and reasoning considerably, thus increasing the possibility of underestimating or overestimating "where a person is" in his/her level of moral development. Therefore it is suggested that the data obtained be treated as a "broad qualitative" description of what the class profile looked like rather than as data to be used in a precise quantitative analysis. To obtain such data a much more careful administration of the SMRM would be necessary.

Results

Data on personality types is presented in Table Eight.

INSERT TABLE EIGHT ABOUT HERE

Of the twenty-six students who took the MBTI, three score sheets were unscoreable because more than twenty-five questions were left unanswered. Of the remaining twenty-three

+ 5 showed clear preferences (11 or higher) on all four preference scales;

ISTJ N= 2 %= 8.7	ISFJ N= 2 %= 8.7	INFJ N= 0 %= 0	INTJ N= 2 %= 8.7
ISTP N= 2 %= 8.7	ISFP N= 2 %= 8.7	INFP N= 1 %= 4.3	INTP N= 1 %= 4.3
ESTP N= 0 %= 0	ESFP N= 0 %= 0	ENFP N= 2 %= 8.7	ENTP N= 4 %= 17.4
ESTJ N= 4 %= 17.4	ESFJ N= 0 %= 0	ENFJ N= 1 %= 4.3	ENTJ N= 0 %= 0

	N	Percent		N	Percent
E	11	47.8	ST	8	34.8
I	12	52.2	SF	4	17.4
			NF	4	17.4
S	12	52.2	NT	7	30.4
N	11	47.8			
T	15	65.2			
F	8	34.8			
J	11	47.8			
P	12	52.2			

Table Eight - Selection Ratio Type Table for Students in the Summer School Project (1988) (N=23)

+ 14 showed "a very slight preference' on at least one preference scale:
  * 3 on the **extraversion-introversion** scale
  * 5 on the **sensing-intuition** scale
  * 6 on the **thinking-feeling** scale

+ 3 showed "a very slight preference" on at least two preference scales;

+ 1 showed "a very slight preference" on three preference scales.

The data in Table Eight indicates a slight preference for experiential, hands-on learning as opposed to the normal classroom teaching-learning strategies. The careful attention given to process - when projects are due, how to keep journals, how to formulate questions, what to wear, as well as the personal warmth and enthusiasm of the teachers - would certainly appeal to SJ individuals. On the other hand, SP's would be drawn to the excitement of an experiential approach to learning what government is and how it operates. NF's would likely be drawn to the small size of the class, allowing for small group discussions, and the short-term nature of the class. NT's would probably appreciate the opportunity to meet and interact with various governmental officials and then to write in their journals about how they "saw" things working.

SMRM data may be summarized as follows:

Range of scores: 200-300

Median score: 257

Stage 2 (175-225): n = 5
Transition 2(3) (226-249): n = 7
Transition 3(2) (250-274): n = 11
Stage 3 (275-325): n = 3

The data suggests that students enrolled in the Summer School Project were about where one would have expected in their stages of moral development. Given that the transition from Stage 2 (Instrumental Purpose and Exchange) to Stage 3 (Mutual Interpersonal Expectations, Relationships, and Interpersonal Harmony) normally occurs at about the age of twelve, it is not surprising to find that the median for the Summer School group was 257 -- representing a stage of moral development in which transition from stage 2 to stage 3 is underway.

What cannot be determined on the basis of the data available is whether these activities led to further development in the level of moral reasoning. Even the administration of a posttest at the end of the three week session would probably not add much to the picture since the movement from one stage to another is often a lengthy process, taking anywhere from six months to five years. Hence, it is difficult to make any claims to the effect that the specific strategies involved in the Summer School Project were in any way responsible for any development which might have been observed. All that can be said with any degree of certainty is that the teaching-learning strategies used appeared to have caught the students' interest and that they were developmentally appropriate for the students involved.

This seems to have been reflected in student comments which rated the experiential, hands-on, visits with state officials as being the best part of the course. The teachers involved echoed this, noting that the learning which occurred in this course resulted, not from

formal classroom teaching, but primarily from the interaction between students and civic leaders. Others factors also cited by teachers as being critical to the success of the Summer School Project included:

+ having experienced Project CloseUp together;

+ an openness on the part of the teachers involved to focus on process rather than content and to seek new and innovative ways to teach;

+ the focus on participatory education - "being there is different;"

+ the small size of the group which made it possible for students to visit officials in their offices and allowed for a high degree of personal support from the teachers;

+ the freedom, given by the Learning for Leadership Program, to try out some new things;

+ the excellent cooperation of civic leaders;

+ strong parental support;

+ the interdisciplinary nature of the project (English and Social Studies);

+ a relatively high degree of structure - students knew what was expected of them, when assignments were due, how they would be graded and so on - right from the beginning.

There is no doubt that the Summer School Project was a success both years. One word seems to sum it all up - EXCITING! Students learned what the teachers hoped they would learn without having to spend a lot of time lecturing or having to assign a lot of outside readings. In turn, students were excited about what they were doing and felt better about themselves in the process. They really appreciated being treated as adults by the people they visited.

Some other factors - in addition to the ones mentioned above - which may have contributed to the success of the project included:

+ the creativity, enthusiasm, flexibility, and skills of the teachers;

+ the teachers' commitment to each other as well as their students and to the subject material - they worked at becoming a "team" (collaboration rather than competition);

+ the inclusion of social experiences in the learning process that were "fun" (lunches together once-a-week, class photographers, travel time in the van).

Scheduling visits with state and local leaders proved to be one of the more difficult aspects of the course. Sometimes it was best to contact the official's office directly; at other times the teachers depended on one or two key people to set up the visits for the entire week. This was particularly true for visits with the state's executive branch. In the future it might be best to work with state party headquarters to schedule these visits.

In arranging visits, it was beneficial for students to see a wide variety of leaders. Visits in the Summer School Project ranged from those with traditional male leaders to women in leadership roles, from conservatives to those with more liberal political views, from Democrats to Republicans, from those representing small rural communities in economically depressed areas of the state to those representing affluent urban areas, from first year legislators to those with many years of experience. This list could go on endlessly.

There is no doubt that, by paying careful attention to such things as class size, time together, teacher style and the involvement of

parent and community resources, the model developed in this project could be adapted to other content areas such as city or local governments, career education, and so on.

2. Election '88 Simulation

A second special project made possible by funds from the Learning for Leadership Project grant was the 1988 Election Simulation. This event, involving middle schools from both school districts, was held during the fall of 1988. While the program used the Presidential election as "background," its objectives were much broader. Goals included:

+ to help students distinguish the general political philosophies and social forces that define the Republican and Democratic parties;

+ to become more aware of the whole political process, including voter registration, primary elections, the general election, and the electoral college;

+ to become more knowledgeable about the presidential candidates and their stands on key issues;

+ to become more knowledgeable about state and local candidates and issues;

+ to learn more about the rights and privileges of being a citizen of the United States.

This activity provided leadership responsibilities and citizenship education for both teachers and students.

Planning began in the summer of 1988. In July letters were mailed to all Building Liaisons, inviting them to an an August planning meeting. The purpose of this meeting was to "brainstorm" ways to make the simulation "happen." Discussion centered on how to involve teachers, whether to make voting mandatory or voluntary, who could mobilize students in each school, and how CompuServe might be involved in the Simulation. A decision was made to develop general guidelines

for the Simulation and to let the social studies teachers in each school implement the activities in ways consistent with other activities they already had planned.

Regular meetings of the liasion group were held to share activities, problems and ideas. Early on it was discovered that, because this was a Presidential election year, it would not be possible to use voting machines as had been planned. People in the Franklin County Board of Elections and the Ohio Secretary of State's office shared information about other possible ways to run the Simulation. The Franklin County Board of Elections also provided the liasions with a preliminary ballot so that classes could begin to focus on candidates and issues. The League of Women Voters was also contacted and provided copies of their "Voter Information Bulletin" for each of the students in the five participating schools.

Teachers worked with students to plan who might organize voting in the schools: Student Council, PTO, "house groups." It was agreed that registration would be voluntary. "VOTE" posters, made by other students, were placed in each classroom and daily announcements were also made in an effort to encourage 100% voter registration.

The registration process was handled as close to 'real-life' as possible by student registrars from each grade level. Students also filled out a sample registration form in social studies class so they would know how to register. Registration forms were available at specific locations in each school and it the student's responsibility

to register him or herself to vote.

At the same time other students were involved in collecting information about the presidential and congressional candidates and various state and local issues. This was done utilizing newspapers, magazines, tv news reports, and the computer news resources of CompuServe. Students in one classroom also kept a bulletin board entitled, "Newswatch 7 - Election Central, displaying political cartoons from a variety of newspapers. Students were also asked to keep an election scrapbook/folder.

Students in another classroom collected information about the election-news stories, paid announcements, debate analysis (most teachers required their students to watch the Presidential debates), endorsements, and editorials. Preparation for the debates included interviewing an adult of their choosing to get a profile of a "Democrat" and a "Republican." After having researched issues and party platforms, some students also participated in simulated Presidential and Vice-Presidential debates, while others tried their hand at political speech-writing.

Students also had the opportunity to become politically active outside the classroom by visiting campaign headquarters and working for various candidates. As the campaign progressed, weekly campaign "updates" were issued (see Attachment F for samples).

When Election Day finally rolled around, student registrars monitored the voting to make sure that only those who had registered

were allowed to vote. While this led to complaints from some who were not registered, it also reinforced classroom "lectures" about how the American political process works and the importance of registering to vote. Voting was voluntary, with students being responsible for finding a time during the day to go to the polling place in their school. Social studies classes did not go as a group. The location of the polling place varied from school to school, but students were involved in running the polls in each of the schools. (97% of those eligible registered and 96% of those registered actually did vote).

In place of voting machines a ballot designed by art students was used instead. Ballots were counted immediately following the close of school. This was also handled by students. Results were available to students on Election Night, by calling in to a special number set up for that purpose.

Teachers reported that students initially mimicked the views of their parents, but as they gathered more information and become more aware of the real issues, some real changes were made. Students were excited about what they learned and about being able to participate in the electoral process - even if it was only a simulation. Many seemed to forget that as Election Day drew near. Teachers also noticed that, during the Election Simulation, students' lunchroom conversation centered more on politics and campaign issues and less on "what to wear."

Teachers were equally excited about the project. Said one

teacher, "I could sit and talk to you for hours about how good this project is." Activities that made a difference:

+ teacher ownership of the simulation - teachers were involved in planning the simulation; it was not imposed on them;

+ teacher leadership - the simulation was the result of collaboration between teachers in planning the event;

+ the autonomy of each participating school to implement the simulation in the way it saw best;

+ computer time on CompuServe;

+ the willingness of party headquarters to have students around - except at the last minute - as volunteers;

+ the freedom to put aside textbooks and use current events as the "textbooks" - took advantage of a 'teachable moment' and student enthusiasm;

+ the openness, encouraged by the Learning for Leadership Project, to develop a new approach to teaching about the rights and responsibilities of citizenship;

+ use of an experiential, hands-on teaching strategy;

+ the interdisciplinary nature of the simulation - before it was over six different study areas were involved: social studies, history, English, math (counting ballots and doing data analysis), art (designing posters and ballots), and music (campaign commercials);

+ teachers not directly involved in the Project were still free to utilize the resources developed by others.

On the more significant outcomes of the Election '88 Simulation was the sense of collegiality that developed among teachers in the two school districts. The teachers developed an excellent working relationship as they shared ideas, materials, plans, strategies, and

generally encouraged each other in seeking ways to make this Simulation work. This collaboration was possible because of the extended period of time during which the activity ran and because the participating teachers were given release time during which they could meet.

Despite the overall success of the simulation teachers did note some negatives. First of all, they noticed that, even though students became more aware of where the candidates stood on various issues, some still tended to vote with their parents. They also found that students were often unable to differientiate between what a candidate said he would do and what he would really do. Students were also reluctant to associate with the party out of power. Other comments by teachers are noted in Attachments G and H.

It seems clear that the Election '88 Simulation was a success because of the commitment of teachers and because of the experiential approach to learning about the American political process. From teacher comments and their past experiences with the same subject matter, it is doubtful that students would have been nearly as motivated to learn had a more traditional classroom strategy been used. But the combination of lectures, research, field experience and simulation made the election "come alive" for the students of all five middle schools.

An essential element in the success of the Simulation was the sense of ownership given to the teachers who were involved in it. No attempt was made to impose the implementation of a program on teachers

who was already knowledgeable about the specific needs of their systems, their schools, and their students. Rather, teachers were encouraged to develop programs that would fit their school settings. Through the teacher liaisons the general program was tailor-made for each building.

Another key element was pre-planning. Although serious planning began in August, it would have been better to begin the planning process in the spring before the election in order that more teachers could plan well in advance for their participation in the election study.

Having one teacher released for the day to run the election proved to be helpful. That teacher was able to attend to minute-by-minute details, as well as to answer the questions which arose.

At the heart of this Simulation was the belief that students need to know that they can make a difference in their world and their government. It is hoped that, as a result of the study and Simulation, the students involved will be better informed voters in the years to come.

In order to determine whether this will in fact be the case, teachers suggested that the eighth graders who were involved this year be followed longitudonally into the next general election (in two years) and the next Presidential election. Two questions would be of particular interest:

- Are students who participated in the simulation better informed about the political process in two years, in four years, than classmates who did not participate in this simulation?

- Do they register to vote at a higher rate than does the general population?

Teachers also suggested "refining" the simulation to include high school students in the next Presidential election (which would include some of those who took part in this simulation and some who did not).

SECTION THREE

DISCUSSION OF RESULTS

The original proposal submitted by the Project Evaluator called for evaluations based on a combination of objective and subjective data. The objective data was to have involved the use of various pretest/posttest measures, observations of selected classroom activities, comparisons of test scores on similiar content issues between students involved in the Learning for Leadership Project and students in the same classes the previous year, and other appropriate measures (such as the Sociomoral Reflection Measure). Subjective measures were to have included questionnaires and interviews with teachers and students, to find out what they liked and didn't like, what they thought worked and what didn't, and, if possible, why.

From the outset there were practical problems which suggest that the results observed may be generalized only with considerable caution. First of all, the lack of a theoretical foundation for the original Project proposal make it difficult to determine which instrument(s) might be most useful in providing objective data on both teachers and students. It was not until the end of the first year of the project that a clear theoretical framework, within which various hypotheses could be tested, began to emerge.

A second concern is that there is very little pretest/posttest data available to help assess whether what was done really made a

difference. Only the Summer School Project involved systematic collection of pretest/posttest data. The data here suggests that the teaching strategies which were integral to that Project did make a significant difference in both what students learned and their satisfaction with how the learning took place.

With respect to the other classroom enrichment activities which were conducted under the sponsorship of the Learning for Leadership grant, the question may be asked as to whether the results observed are due to the 'mix' of students and teachers involved in the project, or to the activities used, or to some combination of both, or to some other unaccounted for factors. It is difficult to answer this question with any degree of certainty based on the data available.

This shortcoming was further compounded by the lack of an appropriate research design involving a treatment group receiving the Project enhanced curriculum and a control group receiving a more traditional curriculum. Obviously, care would need to be taken to ensure that the same content areas were covered in both groups and that the only difference would be in the process; that is, in how the material was presented, in the learning activities used. Pretest and posttest data on relevant content issues could then be collected on both groups, thus allowing some inferences as to the relative value of the teaching strategies being tried out.

The possibility of doing this was discussed by the Project Team and participating teachers. After careful consideration it was decided

that this design would not be practical in this particular situation. A variety of reasons were given: the difficulties of holding separate classes; possible parental complaints about which group their child was placed in; and the impossibility of controlling variables such as age and I.Q. Even if it were possible to control for these variables, one would still have to deal with the possible effects brought about by having different teachers involved in the treatment and control groups.

An alternative, though not quite as valid, would have been to compare test scores on selected content issues between students receiving the Project enhanced curriculum with those who took the same courses, taught in the more traditional way, during the previous year. As it turned out, it was not possible to do this for a variety of reasons. In some cases the content areas were new because of possibilities created by the Learning for Leadership Project. A second factor had to do with the fact that, because of the reorganization of the Worthington Middle Schools and changes in the Upper Arlington Middle Schools, many of the teachers who became involved in the Project had not taught the same subject matter during the previous year. Related to this was the difficulty in obtaining data from the previous year. Finally, there were serious questions as to how useful such data would have been in any case.

A third concern relates to the problems of using perceptual data to support a particular hypothesis. Data relying on the individual's perception of "how something was" or "what worked best for me" is, by

nature, quite subjective. For a variety of reasons - some related to personality type - individuals may unintentionally misrepresent what they saw or experienced happening and how it affected them. What results are opinions which may not be a accurate measure of the true value of a given activity or treatment.

However, even though precise quantitative data is lacking, there is enough qualitative data to give a general description of what was done, how it was perceived, and to suggest the broad outlines of some general models which other educators might wish to utilize to develop similar programs, using the same or different content areas.

Outcome 1: The development of innovative instructional techniques

A number of activities connected with the Learning for Leadership Project represent innovative instructional techniques. These include:

+ hands-on activities (particularly important to the Homeless Project, Lake Erie Project, Summer School Project, and the Election Simulation)

+ journaling (characteristic of many activities)

+ reaction papers (Election Simulation, American History Project)

+ simulations, role-playing (Chinese-American School Project, Volunteer Project, Election Simulation)

+ classroom presentations and debates (Chinese-American School Project, American History Project, Election Simulation)

+ "on-site" visits (Summer School Project, Lake Erie Project, Homeless Shelter Project, Volunteer Project, Election Simulation)

+ Videos, guest speakers (Summer School Project, Lake Erie Project, Homeless Shelter Project, Volunteer Project)

While it was impossible, given the design of the project, to determine precisely whether students involved in the Learning for Leadership Project were helped to achieve Formal Operational Thinking, the data from the second Summer School Project does suggest that the activities and strategies developed in conjunction with the Learning for Leadership project were developmentally appropriate.

Student knowledge of and involvement in the American political system was clearly enhanced by the Summer School Project and the Election '88 Simulation. Subjective responses for students also give clear indication that they enjoyed the learning which took place and that they were motivated to learn more.

<u>On the Chinese-American School Project</u> --

"mixture of pain and fun..."
"good experience on how students in China learn and what they learn - worthwhile...."

<u>On the American History Project - the Fifties</u> --

"even though I worked so hard, I've learned a great deal."
"This is a great way to learn, I really feel like I lived in this period."
"I learned so much more than I could any other way.
"we needed more time."

<u>On Working With the Homeless</u> --

"You know that they had a background. Maybe it could be different for them if they had another chance...."
Teacher: "kids were pretty drained, emotionally and physically when they got back to school. Some were angry that Americans are living like this...."

Outcome 2: Provision for the development and application of computer technology in the middle schools social studies curriculum

This was accomplished in two ways. First, there was an initial inservce for teachers in the fall of 1986 at CompuServe. The purpose of this was to acquaint interested teachers with the basics of using a computer and to show them how to access information available through the CompuServe network. Subsequent to this there were periodic updates on new services available and how to use "E" (electronic) mail. Each school was assigned an "E" mail code so that teachers could access information at CompuServe and also send messages to each other. CompuServe also made one staff person available to work with teachers interested in finding out more about how the resources available through CompuServe might be used for particular activities they had in mind.

Participating schools were equipped with terminals and keyboards and students were given instruction in how to use the resources of CompuServe (some already knew) to gather up-to-the-minute information on candidates in the Presidential primaries and later in the Election Simulation. Computer resources were also used in gathering information for a number of other activities as a way of helping students in the preparation of projects and presentations.

Outcome 3: Opportunities for the professional and personal growth of participating teachers

This was provided for by means of the inservice program previously discussed and through programs such as Project CloseUp, "Teacher-in-the-Workplace," and the Cleveland Conflict Resolution program. Opportunities for community based-experiences were an important part of almost all of the activities resulting from the Project, with students visiting the offices of various governmental offices, jails, courtrooms, shelters, volunteer agencies, and places such as Lake Erie. These experiences were described as "eye-openers" by many students, giving them an opportunity to see and experience for themselves things they had only heard about on television or read about in textbooks. In this way the functioning of government and the plight of the poor became much more real to them.

Outcome 4: Promotion of interaction with parents, business an community resources and other schools

From the very beginning it was clear that the Learning for Leadership Project would not succeed unless there was a high level of interaction among parents, the community, various governmental and business people, and the two school districts involved. This was accomplished through the Learning for Leadership Advisory Committee, composed of representatives from the Ohio State Attorney General's Office, representatives from the governments of both cities involved, attorneys, parents, a representative from the Ohio Board of Education and CompuServe. The two participating school districts were

represented on the Advisory Board by Ms. Ellen Erlanger of Upper Arlington and Ms. Kathy Meyer of Worthington. The Advisory Board met once each semster during the life of the Project, giving major assistance with the Summer School and Election Simulation projects.

SECTION FOUR

LEARNING FOR LEADERSHIP PROJECT MODELS

Introduction

As with any new program, one of the more important outcomes of the Learning for Leadership Project is the identification of those variables or factors which are judged to be responsible for its success. By 'standing back' and asking questions such as *'What worked?'* and *'What would I do the same or differently next time? Why?'*, it was hoped that it would be possible to map out a **process** which other teachers and school districts might be able to utilize in enhancing teaching in the same or totally different **content** areas.

While there are some variables which were specifically linked to specific activities of the Learning for Leadership Project, there was also a basic foundation upon which the Project was built. Without this foundation the Project would probably not have been nearly as exciting or as successful as it was. Because this type of foundation is judged to be critical to the development of similar learning programs in other contexts and places, the key elements of the foundation will be discussed in some detail.

First of all, there was Board level commitment to the Learning for Leadership Project from both of the districts involved from the very beginning. This was evidenced in the time and support given by Ms. Ellen Erlanger and Ms. Kathy Meyer, representing the Upper Arlington

and the Worthington school districts respectively. Their visible presence at teacher inservice meetings underscored the commitment of the districts to what the Project was about.

Second, while the Project proposal spelled out the goals of those who wrote it, there was still some confusion in the fall of 1986 among teachers as to what the Project was really all about. As has already been mentioned earlier in this review, meetings between Project Team and teachers in the winter of 1987 gradually led to a shared sense of direction and purpose, without which the Project might have floundered. While this led some teachers to lose interest in the Project, many others were attracted.

A third factor was the opportunity for teachers to meet together on a regular basis to share ideas, dreams, concerns and needs. In effect, the teachers became curricular consultants to one another. This also led to a collaborative approach to developing teaching activities and strategies appropriate to the subject matter at hand. Instead of trying to "look good" as individuals, teachers became more concerned about "what would work best for the students."

Fourth was the availability of some extra funds to cover the costs of substitutes (so teachers could attend inservice planning meetings), materials, field trips, and so on. It needs to be emphasized, however, that the extra money was not the key factor in the success of the Project; it was the creativity and willingness of the teachers to work together that made it "happen."

A fifth factor was a high level of community support for the Project. This was evidenced in the willingness of numerous community professional people and elected officials to help out, in ways such as:

+ serving on the Learning for Leadership Advisory Board;
+ speaking with students and helping to arrange tours and visits;
+ making the CompuServe news network available to teachers and students;
+ making other community resources available to teachers and students as needed.

A sixth factor was the "evolution" of inservice activities consistent with the goals of the Learning for Leadership Program and appropriate to the needs of the teachers. While the focus of such inservice programs would obviously vary according to the needs of different communities and content areas, what made the teacher inservice programs so important to the Learning for Leadership Project was the willingness of the Project Team to include teachers in the process of planning the inservice programs which were connected with the Project.

Seventh was the commitment, made possible by Project funds, to provide participating teachers with relevant continuing education activities, such as

+ the introduction to the resources and programs of CompuServe;
+ Project CloseUp;
+ "Teachers-in-the-Workplace;"
+ the Cleveland "Conflict Resolution" model.

While knowledge of how to use computers was never intended to be the primary focus of the Project, the resources of CompuServe, particularly the news network available through CompuServe, did play an important role in many activities associated with the Learning for Leadership Project. This was especially true in the Election '88 Simulation.

It needs to be emphasized, however, that the availability of the CompuServe network was not critical to the overall success of the Project. In fact, some teachers elected to require students to collect up-to-date information on candidates and issues from readily available media - newspapers, news magazines, television - so that they knew how to use these resources.

As has already been mentioned, participation in Project CloseUp was a major factor in the development of the Summer School Project. There are probably a number of reasons for this, including

+ the shared experience of Project CloseUp and what was learned;

+ the excitement of the teachers involved and their commitment to each other, the content area, and to their students.

While this was clearly important to the success of this Project, it needs to be emphasized that, once the "model" had been tested and honed, it could be applied to other content areas not dependent upon a shared experience such as Project CloseUp. The teachers' commitment to work together is probably more important.

Finally, and by no means least important, was the commitment by

the school boards of the two districts, the Project Team and participating teachers to intentionally seek new and innovative ways to teach civic education. The result was a broad range of exciting activities, many involving a combination of classroom learning and experiential, out-in-the-field, first-hand observing and doing. From the very beginning of the Learning for Leadership Project nothing was ruled out and nothing was viewed as being impossible. One concrete example of this was the decision made by the Upper Arlington School Board to allow eighty-five students from Jones Middle School to miss regularly scheduled classes one day a week for four weeks in order to volunteer at a local Shelter for the Homeless. It was this openness and this flexibility - on the part of the leadership of both districts, Project Team, principals, and teachers - that finally resulted in the kinds of creative teaching strategies which came to be characteristic of activities supported by the Learning for Leadership Project.

All of these elements were mentioned in a 'Recognition Reception, held on December 13, 1988 (see Attachment 1). The purpose of this event was to give teachers, students, school board members, and community representatives an opportunity to share their perceptions about the significance of the Learning for Leadership Project for them personally. The Recognition also afforded the Project Team a chance to formally thank all those who been involved with the Project.

Model for Staff Development

Regardless of the **content** area, key aspects of a staff development program consistent with what was learned in the Learning for Leadership Project would include:

A shared commitment to a common goal: it is suggested that participating teachers be involved as early as possible in helping to establish the goals of the program. The emphasis should be on collaboration rather than competition, utilizing an open-ended planning strategy, utilizing questions such as *"What would happen if...?"* or *"There seems to be a problem with how .... is being taught. Can you think of a better way to do it?"*

An emphasis on opportunities for collaborative planning and teaching: it is suggested that teachers be encouraged to plan and work together and such activities be appropriately supported and rewarded by principals and local boards. This will include, but not be limited to, provisions for substitutes so teachers can meet, official recognition of the importance of what the teachers are doing, and, if possible, some kinds of financial incentives to continue this kind of activity.

Opportunities for professional and personal growth appropriate to the project being considered: it is suggested that funds be made available for selected teachers to attend conferences, workshops, and such other on-going continuing education events as deemed necessary. Even if these resources are not available it is suggested that school boards and schools seek to make full use of professional organizations,

the skills and knowledge of professors at nearby colleges or universities who could be invited to lead inservice sessions on relevant topics, and other professionals located within the community.

Regular communications with and easy access to those in charge of the project: it is suggested that, in addition to regular phone calls, there be regular visits and regular meetings to ensure that everyone is heading in the same direction. Such meetings will also allow for the exchange of ideas, promote teacher collaboration, and for the identification and isolation of problems that could derail the project if not dealt with early on. It is also suggested that there be some kind of regular communication with all teachers, whether involved in the project or not, in order to build excitement about and support for the project and to try to avoid the formation of two groups: an "in-group" - involved with the project and an "out-group" - who are not.

Having a project plan or time-line: which makes it clear to everyone who will do what; by when it is to be done; where the activities will take place; and how they will be evaluated and who will do the evaluating. This is not to say that, once a plan is adopted, it may not be modified. It is suggested that periodic reviews of the project status take place to see if any "mid-course" corrections are needed. These reviews should involve the Project Team and all participating teachers. Furthermore, the evaluation should be linked, if at all possible, to a well-defined theoretical foundation, so that

everyone is clear about what the proposed activity seeks to accomplish.

Model for Curriculum Enrichment

In addition to the suggestions made in the 'Model for Staff Development,' key aspects of programs aimed at curriculum enrichment would include:

Administrative support for trying out some new approaches: it is suggested that this include building principals as well as school boards.

The willingness of teachers to "experiment": that is, to set aside the idea that there is only one way to teach a particular subject. This will involve teachers in sharing ideas with each other - within and across disciplines, within and across buildings and districts, and trying to stay current on "what others are doing." It is, therefore, suggested that teachers be encouraged to meet together regularly to explore new ways to teach.

A deliberate emphasis on an experiential, hands-on approach to learning, whenever and wherever possible: Regardless of the subject matter, it is suggested that classroom teaching be combined with such things as

+ interviews with professionals in the field under study
+ meetings and small group sessions with community leaders
+ "on-site" visits to courts, factories, laboratories, or whatever would be appropriate to the content area
+ a structured way of "processing" these experiences, such as the use of journals, student reaction papers, class presentations by students

+ use of classroom simulations, role-playing, debates where appropriate

+ extensive use of audio-visual materials whenever possible.

+ involvement of parents in the learning process by means of questionnaires, interviews, and so on.

This model is general enough that, once a particular content area has been selected, appropriate learning goals established and commitment to seek a new approach has been given, teachers can begin meeting to "brainstorm" all of the possibilities connected with it. Narrowing down the list would be accomplished by looking at available resources - money, building space, community, teachers - to see which programs are practical in a given school or school district. Once this has been done it becomes a matter of trying the activity out and then evaluating its merits in relation to the the program goals.

Model for the Summer School Project:

In addition to suggestions made in the "Model for Staff Development," key aspects of a project similar to the "Summer School Project" would include:

Teachers who have experienced something like Project CloseUp together: The shared experience seems to have an effect on the willingness to work together. In the case of other content areas, the shared experience could be a workshop, some kind of inservice, or some other continuing education event.

An emphasis on participatory education: As one teacher involved with the Summer School Project commented, "*Being there is different.*" One need not live in a state capital to have a project similar to the one done under the auspices of the Learning for Leadership Project. Similar projects could be designed, utilizing the resources of county and municipal governments.

In considering other content areas, field-trips and on-site visits would be made to people and places relevant to the content area under study. For example, a study of environmental issues might include classroom work as well as field visits to collect samples of soil and water, visits to a lab to learn how these samples are analyzed, and visits with legislative leaders to learn more about public policy formation with respect to environmental issues.

While some extra dollars obviously help, money is not the critical factor; teacher creativity and willingness to try out new teaching strategies is.

Keep the classes small: This makes it possible for students to take more trips into the field and also allows for a high degree of personal challenge and support from the teachers.

Have at least two teachers involved: it is suggested that, whenever possible, they represent different disciplines in order to emphasize the interdisciplinary nature of knowledge and learning. For example, in the environmental study mentioned above, it would be logical to have a science teacher involved; having an English teacher involved would allow for an additional emphasis on writing skills (papers, letters to the editors, position papers - just a few of the possibilities); having a History and /or Social Studies teacher involved would allow for a unit on the history of our attitudes toward the environment. Another reason for having multiple staff involved is that it re-inforces the collaborative nature of the project and allows teachers to learn from each other.

Parental involvement: it is suggested that parents be involved in helping to schedule visits, field trips, and in helping students to formulate appropriate questions for discussion.

A relatively high degree of structure: it is suggested that middle school students will learn best in an environment in which they know what is expected of them, when assignments are due and how they

will be evaluated - right from the beginning. Knowing these will free the students to risk participating in the experience to the fullest.

By paying close attention to the factors, the models developed in the Learning for Leadership Project can be adpated to the needs of other content areas and other school districts.

LEARNING FOR LEADERSHIP

CURRICULUM ACTIVITY WORKSHEET

Please develop activity ideas based upon these themes, strategies, goals and focus areas.

Content Focus	Citizenship Education: American history, government, Ohio History and inter-disciplinary topics
Grade Level	Middle School
Themes	Early U.S. history Constitution Bill of Rights Declaration of Independence Other primary documents such as the Northwest Ordinance American political process Current national and world affairs
Strategies	Computer-assisted instruction Internships/mentorships Primary sources Home-based instruction involving parents Simulations Debates Outside resources Dispute resolution
Goals	Enhance student motivation Develop higher level critical thinking and decision making skills Enhance student achievement
Student Focus	Interdistrict activity School activity Team activity Class activity Small group activity Individual activity Summer school
Length of Time	Teacher determines
Identify Student Objectives	Bring to next workshop

Please continue to develop/implement project activities prior to our February workshop, which will focus on instructional development.

An Innovative Approach to Citizenship Education

LEARNING FOR LEADERSHIP
PROJECT FRAMEWORK

PROJECT GOALS	* To provide opportunities for staff members to enhance their knowledge and skills as citizenship educators and educational leaders. * To provide experiences designed to enhance students' interest, understanding, and participation as citizens and leaders.
CONTENT FOCUS AREAS	Leadership skill development Current affairs and political processes -Local - State - National - International -Links to past and future -Focus on issues -Focus on leadership roles and styles
INSTRUCTIONAL STRATEGIES (Innovation will be fostered as educators refine or add methods of enhancing student motivation and involvement.)	Community-based experiences which enable students to interact with leaders and others involved in key issues Active participation activities (e.g., simulations, debates, new or enhanced opportunities for student leadership and decision-making) Interdisciplinary activities to encourage learning across subject areas Parent involvement activities designed to support student progress and provide additional learning resources Interdistrict activities designed to provide enrichment through shared learning opportunities for students and/or staff from both Upper Arlington and Worthington Use of new information resources, including data bases such as CompuServe
OPPORTUNITIES AND INCENTIVES FOR STAFF	* Mini-grants to support activity development * Availability of expanded resources (interdistrict, community, computer, etc.) * Activity planning support from consultant and evaluator * Inservice/professional sharing activities * Leadership positions within project * Scholarships for Project Close Up * Paid summer internships in government/legal settings * Expanded teaching opportunities (special summer school classes, potential interdistrict exchange, etc.)

Note: Although the "Learning for Leadership" project was initiated principally among social studies teachers, teachers in any subject area may become involved within the guidelines described above and may determine the scope and duration of their project activities (single lesson, several lessons, unit/study, etc.).

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ATTACHMENT C

Open shelter teaches what textbook can't

By Laurie Loscocco
Of The NeighborNews Staff

UPPER ARLINGTON — When Jones Middle School students talk about their experiences at the Open Shelter, they recall:

• The thick tobacco smoke that filled the air and clung to their clothes.

• The conversations that some shelter residents had with people that existed only in the residents' minds.

• The homeless man who faithfully donned a donated suit and tie for the noon meals prepared and served by the students.

• The hardest part of spending time at the shelter — leaving.

"The last class that was there got a standing ovation," said eighth-grader Chuck Palmer, one of 85 students who spent every Wednesday in February at the shelter at 370 W. State St.

During that month, students cooked, cleaned, sorted clothes and got to know the men who call the shelter home.

"We all had a good time," shelter Director Kent Bettel said, "which says something about the mutual humanity involved."

One of the students' duties was cleaning the shelter, and their relative inexperience led to some amusing situations, they said.

"Many more of my residents know which end of a mop head goes on the floor" than the Jones students, Bettel said. "That led to some good exchanges between the two, and the humor and exchange broke down barriers. The hardest part was getting the groups to break up," he said.

Jones teacher Kim McMurray, who pioneered the Open Shelter experience, said she was pleased that there weren't too many barriers to break down in the first place.

Despite the obvious differences between children living in one of the most affluent central Ohio suburbs and the residents of the Open Shelter, "They don't have prejudices built in," McMurray said. "They accepted these people as people."

Chuck said that he and other students were "sort of scared at first."

"We didn't want to stare, so at first, we just put the food down and walked away," classmate Katie Underwood recalled. One of the residents broke the ice when he asked eighth-grader Beth Francis to sit down, "and then he asked did I have a boyfriend?"

Giggles followed, and the conversation took off from there.

While visiting with the homeless men, the students learned that some had once held jobs as architects and engineers, and that one wrote poetry effortlessly. "You knew that they had a background," Katie said. "Maybe it could have been different for them, if they only had another chance. It could happen to anyone."

The students also saw that life in the shelter brought people from many places, with different experiences, together in a way that is not always comfortable. "There's no privacy," Chuck said, and activities such as getting up and going to bed are tightly regulated.

Because there are few outlets for the men's tension inside the shelter, smoking there "is intense," McMurray said.

"Everyone smelled us when we got back to school, because we all smelled like smoke," Katie said.

The youngsters "were pretty drained, emotionally and physically, when they got back to school," she added. Some were angry, she said, "that Americans are living like this. They were overwhelmed that their country would allow this."

Reaction was intense when two homeless people, who chose not to come into shelters, froze to death earlier this year, she added.

McMurray said some of her students have continued their involvement with the Open Shelter or other organizations that help the homeless, through church groups or with their families.

"I'm sure we've had some impact on dinner table conversations, and that's good," Bettel said. He praised McMurray for her creativity and the school system for allowing 85 children to miss regularly scheduled classes one day a week in search of a different sort of education.

Jon went out on an untested limb, and I'm real glad it didn't get sawed off behind her," Bettel said.

McMurray came up with the idea to work with the homeless after a class on a trip to Washington, D.C., last year saw homeless people in Lafayette Park, near the White House. While she is "still recuperating from this year," the possibility exists that students next year will return to the Open Shelter, she said.

"These kids set a precedent. I told myself if they were successful, I'd consider tackling this again next year.

"They learned something out in the world that they'll never, never learn in a textbook."

NeighborNews photo by Fred Shannon

Jones Middle School teacher Kim McMurray and students, from left, Chuck Palmer, Beth Francis and Katie Underwood, all 14, read a poem written by a man they met at the Open Shelter in Columbus.

Name: _____ School: _____

Date: _____ Grade (in September) ___

1. What are the three branches of government?

_____

_____

_____

2. Describe the functions of each branch of government. (Tell what each branch of government does.)

_____

_____

_____

_____

_____

_____

3. What is a good or an effective leader?

_____

_____

_____

4. What skills does an effective leader have?

_____ _____

_____ _____

_____ _____

5. Who are some leaders?

_____ _____

_____ _____

_____ _____

_____ _____

6. Choose one of the leaders from (5) and describe what made that person a leader.

_____

_____

_____

7. Why are YOU taking this course?

_____

_____

_____

ATTACHMENT D

"Learning for Leadership"

Summer School Class

June 15 - July 2, 1987

9:00 a.m. - Noon

	Monday	Tuesday	Wednesday	Thursday	Friday
Legislative	15 At Kilbourne	* 16 Statehouse:Rep. Jo Ann Davidson 9:30	* 17 Statehouse:Senator Cooper Snyder 9:45	* 18 Statehouse:Rep. Bill Schuck 1:00 House Session	19 Prosecuting Atty. Michael Miller
Judicial	22 At Kilbourne Lobbyists	* 23 At Kilbourne	* 24 Courts Russ Leach	* 25 Tour Franklin County Jail 10-11 a.m.	* 26 Supreme Court Justices 9:45-10:45 a.m.
Executive	* 29 9:30-10:15 Office of State Treasurer Withrow 10:30-11:30 Tour Gov.'s Mansion	* 30 9:30-10:15 Office of Atty. Gen. Celebrezze 10:30-11:30 Office of Gov. R. Celeste	1 At Kilbourne: Plan & practice presentation	2 At Kilbourne: Post test, kids' quiz, presentation to parents	3

* = site visits
All site visits require appropriate attire -
For girls, skirts or dresses
For boys, shirt and tie, slacks, jacket (optional), and preferably no tennis shoes

Instructors: Jeff Tewart (W) 764-2553
Marsha Shulman (UA) 451-4161

LEARNING FOR LEADERSHIP

A Worthington/Upper Arlington Partnership Project

Summer School 1988

Instructors: Marsha Shulman and Jeff Tewart - Class #1
Loretta Heigle and Tom Masters - Class #2
Dates: June 13 - July 1, 1988
Location: Room 104 - Worthington High School
Times: 9:00 - 12:00 p.m. Monday through Friday

CALENDAR OF EVENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
Wk.#1 Legislative	13 Orientation - Pre-test - Rick Bradley	14 State Republican & Democratic Headquarters	15 State Rep. Jo Ann Davidson & Sen. Richard Pfeiffer	16 State Rep. Bill Schuck & Tour of Statehouse	17 State Lobbyist Jack Advent & Braxton Tewart 10:00 *Lunch at Dairy Queen
Wk.#2 Judicial	20 Orientation to week #2	21 Franklin Co. Jail Tour #1 10:00 Class #2 Michael Miller	22 Franklin Co. Jail Tour #2 10:00 Michael Miller Class #1 10:00	23 Tour of Franklin Co. Courts 9:30	24 Ohio State Supreme Court 9:45 *Lunch at Dairy Queen 11:30
Wk.#3 Executive	27 State Treas. Office 10:00 Atty. Gen.'s Office 12:00 Gov.Celeste 11:00	28 Tour of Governor's Mansion 11:00	29 Summary & Discussions	30 Post-test & preparation for presentations	1 Presentation to parents with reception afterwards

LEARNING FOR LEADERSHIP

HOMEWORK ASSIGNMENT #1 NAME _____

Directions: You will soon be visiting people who are leaders in our state government. It will be important that you come prepared with well thought out questions. Your assignment will be to prepare ten questions with the help of your parent/guardian. Keep in mind what the purpose of this course is: learning for leadership. The answers will be written after our visits.

1. Q: _____

_____

A: _____

_____

2. Q: _____

_____

A: _____

_____

3. Q: _____

_____

A: _____

_____

4. Q: _____

_____

A: _____

_____

_____

5. Q: _____

_____

A: _____

_____

_____

Learning for Leadership

June 13-July 1, 1988

Some Homework Responsibilities

Name: _____

1. Journal Writing: write for 10-15 minutes EACH DAY we have class to
   a. capture the day's highlights
   b. describe what you learned
   c. tell what you liked or didn't like
   d. relate how you're feeling about the day's activities and/or the course in general
   *e. star items you might want to include in our slide show
   f. link leadership styles, skills, and strategies to the people with whom you met and interacted
   g. anything else ... ALWAYS DUE ON MONDAYS AND THURSDAYS
2. Design a certificate for presentation to one of the people we meet. Take your time. Plan first by drafting on another piece of paper. Then transfer your plan to parchment paper. You CAN use COLOR to enhance the certificate. YOU MUST USE NEATNESS!!!
3. Occasional reading from the materials we give you in class.
4. Take pictures during "your" week. (We'll supply the film if you have a camera.)
5. Develop questions for leaders. Have your parents help you. Make them generic.
6. Develop questions and answers for a quiz.
7. Write a thank you note to one of the people we visit. Use the following form:

4321 Your Street
Your City, OH 43___
June __. 1988

Honorable (Name)
Ohio House of Representatives (or Ohio Senate)
State House
Columbus, OH 43266

Dear Representative (Name):
(or Senator)

Indent the first word of every paragraph. Include the following information:

1. Thank the person on behalf of the Learning for Leadership group which visited on ___(date)_____.
2. Tell about something you learned.
3. Tell something you found interesting.
4. Try to make some link with leadership.

Make sure you write legibly. Bring the letter to class the next class day. We'll take care of mailing the letters.

Sincerely yours,

Your Signature

Other addresses:

Franklin County Courthouse
369 South High Street
Columbus, OH 43215

Franklin County Jail
370 South Front Street
C-olumbus, OH 43215

Supreme Court of Ohio
30 East Broad Street
Columbus, OH 43266

Treasurer of the State of Ohio
30 East Broad Street
Columbus, OH 43266

Attorney General
30 East Broad Street
Columbus, OH 43266

The Governor
State House
Columbus, OH 43266

All site visits require appropriate attire.

... for girls, skirts or dresses
... for boys, shirt and tie, slacks, and jacket (optional)
... for all, preferably shoes other than tennis shoes

INSTRUCTORS

SECTION 1	Marsha Shulman (UA)	451-4161
	Jeff Tewart (W)	764-2553
SECTION 2	Loretta Heigle (UA)	488-1541
	Tom Masters (W)	268-1975

LEARNING FOR LEADERSHIP

NEWSLETTER

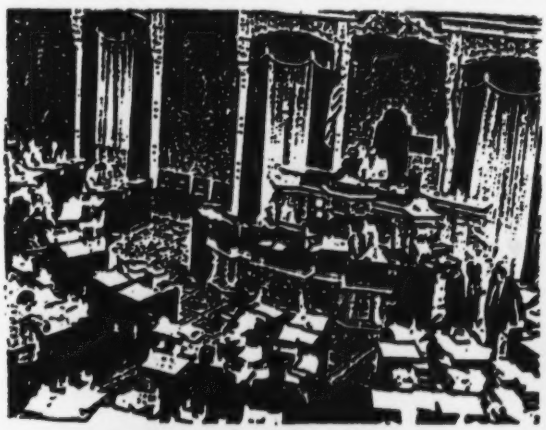
Dear Parents,

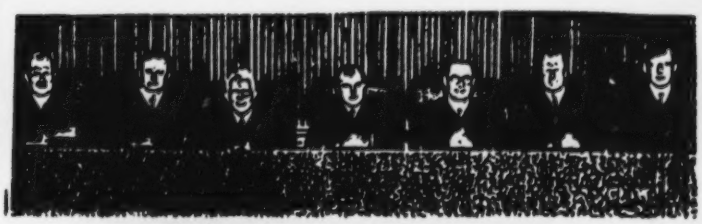
The "Learning for Leadership" students and teachers would like to invite you to attend a student presentation and slide show on our experiences in the Learning for Leadership course. Following the presentation we will have a reception with punch and cookies. This exciting event will take place at the Worthington Public Library on Friday, July 1st, at 10:30 AM. The presentation will be downstairs in the conference room. Please come and share in this exciting experience that your children have enjoyed!

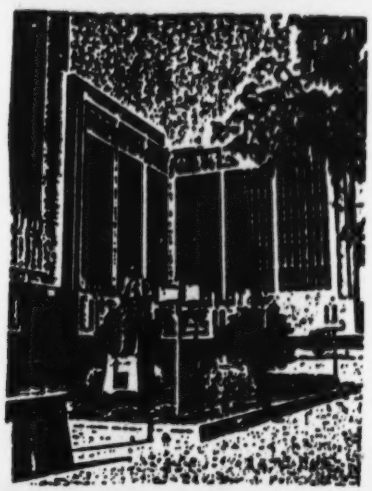
Sincerely,

Jeff Tewart, Marsha Shulman
Tom Masters, Loretta Heigle

Learning for Leadership teachers







Name: _____ School: _____

Date: _____ Grade (in September) : ___

Learning for Leadership Course Evaluation

1. What did you like best about this course?

2. What did you like least about this course?

3. What will you always remember about this experience?

4. How have you changed because of taking this course? (OR-How has this class affected you?)

5. Write one word or phrase to describe this course?

6. How did this class compare to a regular classroom experience?

7. Would you recommend this class to your friends? Why or why not?

8. Rank order the following from 1 (most valuable, meaningful) to 18 (least valuable, meaningful):

___ Ohio Republican Headquarters	___ Municipal/Common Pleas Courts
___ Ohio Democratic Headquarters	___ Ohio Supreme Court
___ JoAnn Davidson	___ Mary Ellen Withrow's office
___ Richard Pfeiffer	___ Celeste's office
___ Bill Schuck	___ Celebrezze's office
___ Franklin County Jail	___ governor's mansion
___ Michael Miller	___ Jack Advent/Brurton Tewart

9. What suggestions do you have that would improve the course? Should we eliminate or add things? Describe them.

10. Did you make any new friends? If so, who?

11. What are your plans for the rest of the summer?

12. Any other comments?

The Worthington Suburban News July 28, 1988

Statehouse an impressive teacher for local students

By Denise Trainer
SNP Staff Writer

The Learning for Leadership program in progress now with 16 Worthington and Upper Arlington middle school students "just keeps getting better" as each day comes, according to three of the students enrolled.

Worthingway Middle School students Havah Armstrong and Aaron Schwartz and Hastings Middle School student Rachel Shelton said they go to class every day thinking it can't possibly get any better than it was the day before.

Much to their pleasing, every day seems to top the one previous.

The three-week leadership program lets the students learn about state government from the experts, those elected and appointed officials who run Ohio every day.

It is one of a number of activities developed jointly by the two school districts as the result of a $20,000 federal grant.

Last week, when the focus was on the legislative branch, the students visited the Statehouse and got an opportunity to talk with Reps. Jo Ann Davidson and Bill Schuck and Sen. Cooper Snyder.

They saw a press conference, went to a committee hearing, heard from opposing lobbyists, saw the treasury department and were present Thursday wher the House passed a bill raising the rural highway speed to 65 mph.

This week their studies and field trips focus on the judicial branch.

They already have spoken with Franklin County Prosecutor Michael Miller, and will visit the county jail and the state Supreme Court. They got a chance last week to talk to Franklin County Common Pleas Court Judge William Gillie.

Next week, when the executive branch is examined, the students will visit the Governor's Mansion and his Statehouse office, and the attorney general.

Jeff Tewart, who will teach social studies and math this fall at Perry Middle School in Worthington, and Marsha Shulman, who will teach English and social studies at Hastings Middle School in Upper Arlington, teach the class.

The two teachers were teamed up after participating in in-service training and going to Washington, D.C., for the Close-Up program.

"Last week the Statehouse was our textbook and our classroom," Shulman said. "It really makes an impression on these students that will never go away."

Each government official they have talked to has been receptive to the students' questions, she said.

"They answered our questions and made us feel like adults, not just kids," Aaron said.

Havah, who said she always has wanted to be a lawyer, now thinks she might like to pursue a career as a senator.

"This is something I will always remember," she said. "It will be fun to be able to say, 'Hey, I was there when they passed the 65 (mph) bill.' "

Rachel had wanted to be an architect, but was so impressed by Miller that she is now going to think about being an attorney.

Programs such as this are good for helping the students develop leadership skills for whatever position or job they might try for, Shulman said.

At least one day a week is spent in a classroom at Worthington's Kilbourne Middle School, where the students are presented with background for their field trips and speakers.

The students have been keeping personal journals about their experiences, and have been serving as photographers to record the course, which will end July 2.

Rachel said not only has the class taught her about the three branches of American government, but it also has shown her the amount of understanding and team work it takes to get the job done.

Havah said she has a new appreciation for the patience it takes to be a leader.

"This way, we learned things the textbook never could have taught us," Aaron said.

Shulman said she expects the course will be offered to Upper Arlington and Worthington middle school students again next year.

"Something like this is more personal than a text," she said. "I think a lot of myths have been shattered about public officials because of the experiences these students have had."

ATTACHMENT D

June 13, 1988

Dear Parents,

This summer we are attempting to replicate the successes that Learning for Leadership had last summer in its initial presentation. Once again we will learn about the three branches of government and link them with leadership skills and citizenship education. *(Read the article on this sheet.)

We've planned many site visits. All require appropriate attire. Girls need to wear skirts or dresses. Boys should wear a shirt and tie, slacks, and a jacket (optional). For all, shoes other than tennis shoes are preferred.

Students will have a variety of homework responsibilities. These include daily journal writing, writing thank you letters, designing certificates to present to the leaders we visit, developing questions, and some reading.

Please save Friday, July 1 from 10:30 to noon for our class presentation. Refreshments will be served!! All family members as well as interested friends are invited.

Sincerely,

SECTION 1	Marsha Shulman (UA)	451-4161
	Jeff Tewart (W)	764-2553
SECTION 2	Loretta Heigle (UA)	488-1541
	Tom Masters (W)	268-1975

Government class a success

October 1987 Neighbor News

"It's the best thing I've ever done in 10 years of teaching."

That's what Perry Middle School teacher Jeff Tewart said at last week's Worthington Board of Education meeting.

He was talking about a three-week class on government and leadership for middle school students that he and Hastings Middle School teacher Marsha Schulman of the Upper Arlington school district taught this summer.

The sports rivalry — and fighting — between Upper Arlington and Worthington high school students has been much in the news the last year or so.

But at the same time, the two districts have been cooperating — both in planning for the 21st century and in a program using $35,000 in federal money to better teach citizenship.

Kathy Meyer, coordinator of extended educational programs for the Worthington schools, and Ellen Erlanger, who holds a similar position in Upper Arlington, proposed the program, which also involves CompuServe, an Upper Arlington-based computer information service.

In a spinoff project, for example, Worthington students created computer art that CompuServe users throughout the world could see in an "International Electronic Student Art Gallery."

One of the major goals of the first year of the two-year grant was the summer school course Tewart, Schulman, Meyer and Erlanger developed to teach students about government and leadership skills.

Five of the 16 students who took the course talked about it at the board meeting, including Scott McCabe of Perry Middle School and Eric Dawson of Worthingway Middle School, both in Worthington, who wrote a "rap" on their visit with state Rep. Jo Ann Davidson.

The course was taught at Worthington's Kilbourne Campus daily from 9 a.m. to noon. But here, listen to what the students had to say about it:

"I went into Kilbourne with a pessimistic view," Aaron Schwartz of Worthingway said. Instead of spending time in what he described as "a stuffy classroom," he was delighted to find himself meeting with state senators, attending a press conference and eating lunch on the Statehouse steps "with half of Downtown.

"What made this class worthwhile," Aaron said, "was the hands-on experience — not being trapped in a classroom. This was a good way to spend three weeks of summer."

Rachel Shelton of Hastings Middle School in Upper Arlington described a week studying the judiciary, including visiting a Franklin County Common Pleas judge, the county prosecutor, an Ohio Supreme Court justice and the county jail.

The most exciting moment, Rachel said, was finding, outside the jail, an orange felony band — the armband felons wear in the jail to distinguish themselves from those charged with misdemeanors, who wear white armbands.

"Everybody was really scared to pick it up," Rachel said. "Finally, one person did pick it up.

"Right now," she confided, "it's in my closet at home."

Havah Armstrong of Worthingway described the week studying the executive branch of state government.

It included tours of the state treasurer's office and the governor's mansion and a meeting with the Ohio attorney general

Havah said students agreed that what they liked the best was "they all treated us like real people, not like kids.

"The class taught us that being a successful leader is a lot more difficult than we thought," she added. "We learned there's a delicate balance between representing the people and pleasing the people."

There were a lot of agreeing nods from Worthington Board of Education members on that one.

STUDENTS LEARN ABOUT LEADERSHIP FROM STATE AND LOCAL LEADERS

Learning for Leadership premiered with flying colors last year in Worthington's Summer School Program. Taught by Perry Middle School math teacher Jeff Tewart and Marsha Shulman of Upper Arlington Schools, the course was designed to develop leadership and citizenship skills in students, visit leaders, interact with them, and observe them in action.

During three-hour-long classes, students traveled four out of five days each week for three weeks to observe state government leaders. They visited municipal and common pleas court rooms, state treasury offices and the Franklin County Jail. The students heard lobbyists from the Tobacco and Candy Institute and the Cancer Consortium speak about how they influence legislation. They personally asked the Justice of Ohio's Supreme Court about merit selection of judges. They sat in on a press conference about the introduction of a bill to control infectious wastes.

Tewart thinks the 16 students asked amazingly insightful questions and somewhat surprisingly got behind-the-scenes, in-depth tours and answers. They kept journals each day and even sent thank you notes and certificates of appreciation to each leader they visited.

A pre-test at the beginning of the Learning for Leadership course revealed, according to the teachers that the students knew little about the leadership of their state government. On the other hand, a post-test proved that the three-week experience changed that fact. "By the end of the course," says Tewart, "the students could identify each branch of government and its function. And they had formed solid notions about the attributes of true leaders, too."

Tewart can hardly contain his enthusiasm for the federally-funded summer leadership course. "It is the best thing I've done in ten years of teaching," he exclaims. "This was a dream course for a teacher and I think one for students, too."

Funded through a federal excellence grant to Worthington and Upper Arlington Schools, "Learning for Leadership" will be expanded to two classes this summer. They will be taught by Jeff Tewart and Tom Masters of Worthington, and Marsha Shulman and Loretta Heigle of Upper Arlington.

PROBLEM TWO

Judy is a twelve-year-old girl. Her mother promised her that she could go to a special rock concert coming to their town if she saved up from baby-sitting and lunch money so she would have enough money to buy a ticket to the concert. She managed to save up the five dollars the ticket cost plus another four dollars. But then her mother changed her mind and told Judy that she had to spend the money on new clothes for school. Judy was disappointed and decided to go to the concert anyway. She bought a ticket and told her mother that she had only been able to save four dollars. That Saturday she went to the performance and told her mother that she was spending the day with a friend. A week passed without her mother finding out. Then Judy told her older sister, Louise, that she had gone to the performance and had lied to their mother about it. Louise wonders whether to tell their mother what Judy did.

Louise has a problem. Louise knows that Judy doesn't want to be told on, and their mother did promise Judy she could go to the rock concert if she earned and saved up the money. But, on the other hand, their mother would want to know about Judy's lying and disobeying.

What should Louise do?

should tell/should keep quiet/can't decide (circle one)

Why?

_____

_____

_____

Let's change things about the problem and see if you still have the opinion you circled above (should tell, should keep quiet, or can't decide). Also, we want to find out about the things you think are important in this and other problems, especially why you think those things are important. Please try to help us understand your thinking by WRITING AS MUCH AS YOU CAN TO EXPLAIN YOUR OPINIONS--EVEN IF YOU HAVE TO WRITE OUT YOUR EXPLANATIONS MORE THAN ONCE. Don't just write "same as before." If you can explain better or use different words to show what you mean, that helps us even more. Please answer all the questions below, especially the "why" questions.

1. What if Judy hadn't earned the money? What if the mother had simply given the money to Judy and promised Judy she could use it to go to the concert--but now the mother wants the money back to help with buying Judy her school clothes? Should Louise:

tell/keep quiet/can't decide (circle one)?

ATTACHMENT E

1a. How important is it for parents to keep their promises about letting their children keep money, even when the children never earned the money?

very important/important/not important (circle one)

1b. WHY is that very important/important/not important (whichever one you circled)?

_____

_____

_____

_____

2a. Louise thinks about the fact that her sister is her friend. How important is it to keep a promise, if you can, to a friend?

very important/important/not important (circle one)

2b. WHY is that very important/important/not important (whichever one you circled)?

_____

_____

_____

_____

3a. What about to anyone? How important is it to keep a promise, if you can, even to someone you hardly know?

very important/important/not important (circle one)

3b. WHY is that very important/important/not important (whichever one you circled)?

_____

_____

_____

_____

4. What if Judy has earned a lot of money--so much money that she could have gone to the rock concert and still given her mother enough money to help pay for new school clothes? Should Louise:

tell/keep quiet/can't decide (circle one)?

4a. How important is it for children to help their parents, even when their parents have broken a promise to them?

very important/important/not important (circle one)

4b. WHY is that very important/important/not important (whichever one you circled)?

_____

_____

_____

_____

5. What if Judy did earn the money, but their mother did not promise that Judy could spend the money she earned the way she wants? Should Louise:

tell/keep quiet/can't decide (circle one)?

5a. How important is it for parents to let their children keep earned money --even when the children were not promised that they could spend the money the way they wish?

very important/important/not important (circle one)

5b. WHY is that very important/important/not important (whichever one you circled)?

_____

_____

_____

_____

6. What if the mother needs the money to pay for food for the family? Should Louise:

tell/keep quiet/can't decide (circle one)?

6a. How important is it for children to do everything they can to help their parents--even when it means that the children won't get to do something they want to do?

very important/important/not important (circle one)

6b. WHY is that very important/important/not important (whichever one you circled)?

Learning for Leadership - Election '88

Issue #1

George Herbert Walker Bush, 63

Background: Oil businessman since 1951; Congressman, U.S. House, Texas 7th District, 1966-70; United States Ambassador to the United Nations, 1971-73; Chairman, Republican National Committee, 1973-74; Chief of U.S. Liaison Office to People's Republic of China, 1974-75; Director, Central Intelligence Agency, 1976; Vice President of the United States since 1980.

Arms Control and Defense: Supports INF treaty and a follow-up treaty with Soviets to reduce intercontinental ballistic missiles by 50 percent. Supports MX missile program and a rail-mobile land-based missile system to replace aging Minuteman ICBMs. Supports Strategic Defense Initiative ("Star Wars") as a method to shift away from total reliance on offensive nuclear weaponry. Wants stronger Western Alliance/NATO conventional military forces as a deterrent that will reduce reliance on nuclear weapons.

Central America: Supports aid to the Nicaraguan contras. Sees Nicaraguan President Daniel Ortega as an orthodox Marxist-Leninist who wants "a revolution without borders."

Overall Military Policy, the Soviets and U.S. World Role: Sees United States as historically vascillating between two extremes: shrill calls for military superiority on one hand and unilateral concessions on the other. Supports a steady middle course, "a realistic approach that advances our purposes and offers long-term hope for a more secure world." Calls for "realism, strength and dialogue" in dealing with the USSR, keeping in mind that while we must always talk with the Eastern Bloc, "we disagree with the Soviets on virtually every question of how human beings should govern themselves." Wary of Soviet "new thinking" and "openness" (glastnost) – sees little real change in Soviet policy in the long term. Sees role of U.S. as active world peacekeeper, to "defend freedom and champion democracy," and to resist political isolationism and economic protectionism at home.

Federal Deficit and Taxes: Supports close adherence to Gramm-Rudman deficit reduction targets. Strongly opposes raising taxes. "Raising taxes and running away from Gramm-Rudman...is the worst possible approach." Supports Balanced Budget Amandment to the U.S. Constitution and Line Item Veto powers for the President.

Economy: A strong opponent of economic protectionist legislation. "Protectionism is fool's gold. It won't save jobs. It won't cure our trade deficit. Protectionism, as sure as night follows day, will invite retaliation, and the first area to be hit will be agriculture." Says Americans should face foreign competition. "I believe Americans want to compete rather than hide."

Agriculture: Says American farmers have seen the bottom and are on the way up. Supports Farm Bill, and sees evidence it's working: more competitive prices overseas, more stability and continuity. Opposes any protectionism and production controls that would "result in trade bar-

Michael Stanley Dukakis, 54

Background: Attorney, Hill & Barlow, Boston, Mass., 1960-74; State Representative, Brookline, Mass., 1963-70; Moderator of public television's "The Advocates," 1971-73; Lecturer and Director of Intergovernmental Studies, John F. Kennedy School of Government, Harvard University, 1979-82; Governor of Massachusetts from 1975 to 1979 and from 1983 to the present.

Arms Control and Defense: Supports INF treaty. Would cut Midgetman missle program and trim defense budget. Opposes Strategic Defense Initiative ("Star Wars") and MX missile program.

Central America: Opposes aid to Nicaraguan contras. Favors forming partnerships with democratic leaders in Latin America to promote democracy and human rights, restore economic development and ensure peace and security. Wants to expand scholarship programs for Latin American students, enlarge Peace Corps involvement in the region and initiate a Pan-American exchange program.

South Africa: Advocates tougher enconmic sanctions to more vigorous efforts to build multilateral pressures on the Botha regime.

Federal De□cit and Taxes: Supports a program to collect the portion of federal taxes that go unpaid each year and is against new taxes without enforcement of existing laws.

Labor: Would grant relief to industries hurt by foreign imports and end dumping. Supports the Economic Dislocation and Worker Adjustment Assistance Act. Supports efforts in Congress to raise the minimum wage. Advocates various forms of worker participation in the workplace. Would restore OSHA to its role as a watchdog for worker safety.

Education: Wants to make teaching a valued and honored profession once again. Advocates providing scholarships to young teachers willing to make a commitment to teaching after they graduate. Would end the assault on Pell Grants and college work loans and review the existing federal guaranteed student loan program. Would encourage state governments to create college opportunity funds and tuition prepayment plans that would make it easier for families to set aside money today to meet the □nancial requirements of college tuition in the future.

Social Programs: Supported a program to increase day care provided by private employers. During his term, Massachusetts has increased the number of shelters for the homeless and implemented WIC program with state funds. Supports creating a partnership between government, business and labor to meet the day care needs of working parents. Supports better parental leave policies, pay equity and a universal health insurance plan. Backs congressional efforts to reform the welfare system.

Refugees and Immigrants: Would extend the Immigration Reform and Control Act amnesty period and strengthen border enforcement. Would oppose any national effort to impose and English language amendment. Suports normalized Cuban immigration.

Abortion: Supports the right to choose; favors Medicaid funding of abortions for poor women.

Other: Strong support of ERA; supported extension of time for the rati□cation deadline. Supports the Civil Rights Restoration Act, now pending in Congress. Advocates appointing more federal judges from the pool of women and minority lawyers.

Learning for Leadership - Election '88

Issue #2 October 25, 1988

PROJECT UPDATE

With the presidential election only two weeks away, an exciting assortment of election activities can be found in middle school classrooms in Upper Arlington and Worthington. Teacher Liaisons to the Learning for Leadership project have shared ideas and materials from school to school over a period of 4 months so that all of the students in the two districts have a wider variety of learning experiences afforded them. Comments from staff in the five schools have been very positive as teachers and administrators alike recognize the positive effect of this collegial sharing.

On November 8, the day of the general election, simulated elections will be held in each of the Worthington and Upper Arlington middle schools for all middle school students who registered to vote. Just as in the adult world, students were required to register by October 11 in order to take part in the election simulation. This registration was voluntary and took place during lunch and other non-academic periods. Student poll workers in each of the schools will work at the voting booths on election day to assist fellow students in the voting processs.

Following the election, students will be comparing the results of the election simulation with the voting patterns of adults in the same community. Of particular interest to staff and students alike will be the comparision of voter turn-out in the student population compared with the turn-out of adults.

Some of the activities in which students are involved include:

- analysis of political cartoons
- analysis of media coverage
- examination of the nature and purpose of the electoral college
- election scrapbooks
- election journals
- involvement in political campaigns
- letters to candidates about issues and campaign tactics
- analysis of the debates
- political speech writing
- visits to campaign headquarters
- debates within the classroom about issues
- role playing of candidates' positions
- Scholastic Search magazine
- Junior Scholastic news magazine
- voter registration activities within the schools and in the community
- activities on Law Related Education
- interviews of adults to clarify Republican/Democratic differences
- examining presidential candidates' positions
- Newspaper in Education materials
- notebooks kept on a particular candidate with analysis
- attendance at political rallies
- election returns party where students will provide up-to-the-minute coverage of community and national issues for interested people
- handling the registration and voting process for the student body

The remaining pages of this Learning for Leadership update have been clipped from CompuServe files. Dave Eastburn of CompuServe arranged to increase the number of folders for each Learning for Leadership ID number. Staff and students appreciate CompusServe's involvement with this project.

AP POLLS

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By GARY LANGER Associated Press Writer NEW YORK (AP) — George Bush held double-digit leads in two national polls Tuesday, with the results indicating the Republican presidential nominee had consolidated his gains since the second debate nearly two weeks ago. Bush led Democrat Michael Dukakis by 13 points among probable voters, 54-41 percent, in a CBS News-New York Times poll conducted Friday through Monday. That was up from a five-point Bush lead before the Oct. 13 debate. Bush led by 14 points, 53-39, in a Gallup poll of likely voters, and 50-40 among registered voters in the same survey. The CBS-Times survey indicated the clear success of Bush's attacks on Dukakis as soft on crime. While 62 percent said Bush was tough enough in dealing with crime and criminals, just 37 percent said the same of Dukakis. Both polls found voters more firm in their decisions. Asked, "Is your mind made up or could it change?" 74 percent in the CBS-Times poll said it was made up. Last time, 66 percent said their minds were made up. Similarly, in the Gallup poll, 28 percent said they were undecided or could change their minds — down from 37 percent in Gallup's pre-debate poll. The surveys nonetheless found some disquiet with both candidates. In the Gallup poll, just 42 percent of the respondents had a strong preference, compared with about 60 percent at this time in 1984. And in the CBS-Times poll, 64 percent wished they had other choices than Bush and Dukakis. As in other polls, Bush's lead relied on disproportionate support from men. In the new Gallup survey he was favored among men by 54 percent to 38 percent, but among women by a considerably tighter 46 percent to 42 percent margin. Dukakis lately has criticized Bush's television advertisements as unfair; in the CBS-Times poll, 25 percent said the political commercials they had seen helped them decide whom to support, and more than half went for Bush. Still, 62 percent said commercials had not helped them decide. Overall, 59 percent in the Gallup poll said they had a favorable opinion of Bush, to 35 percent unfavorable. Dukakis did less well — 50 percent favorable, 43 percent unfavorable. The small remainders didn't answer. The poll demonstrated that voter choices were based on the top of the tickets: Though the Democrats trailed, Dukakis' running mate, Sen. Lloyd Bentsen, was rated far more favorably than Bush's, Sen. Dan Quayle. Bentsen's favorable-unfavorable rating was 59-27; Quayle's, 42-44. Bush had led by a consistent but narrow margin — ranging from four to seven points in most polls — since late August. But the numbers started to move in poll results last week. The first full-sized survey conducted after the Oct. 13 debate, an NBC News-Wall Street Journal poll, found a 17-point Bush lead. No other poll has found a Bush advantage that great. It was followed by ABC News-Washington Post and Harris polls that found significant but considerably smaller leads for Bush, seven and nine points respectively. The ABC-Post poll was virtually unchanged from before the debate, but the Harris poll had moved from a bare two-point Bush lead. Last weekend a Newsweek poll, done by Gallup, put the Bush advantage at nine points, 50-41. The new Gallup poll released Tuesday was conducted Friday through Sunday among 1,232 registered voters and had margin of sampling error of plus or minus three points. Of the total, 815 were considered to be likely voters; the result among that group had a four-point error margin. The CBS-Times poll was conducted among 1,287 probable voters and had a three-point error margin. In a statewide poll released Tuesday, Bush pulled to a slight lead over Dukakis in Rhode Island. The state was long thought to be safe territory for the Democrat from nearby Massachusetts. The poll, conducted by Joseph Fleming & Associates for WPRI-TV, found Bush with 46 percent support, Dukakis with 41 percent and 13 percent not sure. The survey of 414 registered voters was conducted last week and had a nearly five-point margin of error, meaning the Bush lead is just large enough to be statistically significant.

LEARNING FOR LEADERSHIP

APN FIFTY STATE REPORT 10/25/88

(270 Electors needed to win) EV COUNTDOWN:

- CNN reported a USA TODAY electoral vote count: 32 states (inc. CA) leaning Bush, for 337 EVs; 7 states and D.C. leaning Dukakis, with 89 EVS; and 11 toss-up states with 112 EVS (10/24).
- "Hightline"'s weekly call: 35 states leaning Bush, with 360 EVs; 8 states leaning Dukakis, with 55 EVS; and 8 toss-up states with 123 EVs (10/24). NBC's estimate: 18 states strong and 18 leaning (inc. CA) for Bush, 359 EVs; 4 states and D.C. strong and 5 leaning Dukakis, 105 EVs; 5 toss-up states (10/24).
- AZ (7): Babbitt and Phoenix Mayor Goddard held a joint press conference to promote the Dem national ticket. "Babbitt said the Bush campaign has 'been walking on the edge of the gutter' for months. He charged that Bush's dirty campaigning has 'dishonored' American voters" (ARIZONA REPUBLIC, 10/25).
- N.Y. TIMES' Apple interviews Sen. McCain on presidential race (10/25).
- CA (47): L.A. TIMES poll released yesterday (1,376 RVs, 10/20-23, margin of error +/-4%) shows Dukakis 42%, Bush 53%.
- N.Y. TIMES reports on ballot issues in CA and OR that are targeted against smokers. The TIMES reports that the tobacco industry has devoted large resources to the state to defeat the propositions. One TV commercial in CA says that if the proposition to raise cigarette taxes is passed, it will create "major crime" by increasing tobacco smuggling by gangs (10/25).
- GA (12): ATLANTA CONSTITUTION reports that Quayle will campaign in GA today while former KY governor Collins will do same for Dems. Campaigning for Bush yesterday were Tower, Denton, and former Marine Commandant Kelly. Expected campaigners — For GOP: Elizabeth Dole; for Dems: TX lawman DeLoni (10/25).
- MI (20): L.A. TIMES reports that speaking at the Economic Club in Grand Rapids, Bentsen drew on "nationalistic themes." Bentsen mentioned trade policy and defense burden sharing in his speech. In his list of major challenges facing the United States he put "the decline of the Soviet empire" (10/25).
- DETROIT FREE PRESS reports that the GOP is doing well with younger voters in MI (10/24).
- MO (11): Quayle in MO reaffirmed his stand against abortion and told a crowd of high school students that if his wife were raped and became pregnant he would hope that she would have the child (L.A. TIMES, 10/25).
- KANSAS CITY TIMES reports on tight MO race. Both Bush and Dukakis are expected to campaign there in the next week and a half. GOP general chairman Macon: "Things are too tight to suit me." Dukakis campaign director Longabaugh: "They're worried about losing Missouri. It's pretty plain. Why else would they be bringing these people in?" Recent polls show Bush with a lead of "a couple of percentage points" (10/25).
- NJ (4): A Tarrance & Associates poll conducted for the Hecht campaign (600 RVs, 10/16-19, margin of error +/-4%) shows Bush 55%, Dukakis 29%.
- NJ (16): N.Y. TIMES reports, "New Jersey Democratic leaders are becoming increasingly anxious and angry about the Presidential campaign in their state, or lack of one, by Michael S Dukakis as the race moves into its final weeks." Mayor James of Newark: "I was asked by the Dukakis campaign to host a rally today for 100 black leaders at the Quality Inn at which the candidate was to appear. Some time ago, I was told that he wouldn't be here but that Rep. Charles Rangel would appear in his place. At 4 o'clock yesterday, I was told that Mr. Rangel wouldn't be here." "Some Democrats say there is a real sense that the campaign has moved on" (10/24).
- Farmer in the Newark STAR-LEDGER writes on furlough: "Bush's misuse of the issue against Dukakis, when more than 40 states and the federal government operate similar programs, pollutes the political atmosphere, not exactly an oxygen rich environment to begin with" (10/24).
- STAR-LEDGER looks at candidates' defense policies (10/24).
- NY (36): Baltimore EVENING SUN's Germond and Witcover report that the death penalty issue is helping Bush in NY. "It has been possible — in the past at least — for a Democratic politician to win statewide while opposing the death penalty. ... But savvy professionals now wonder if the exacerbation of the drug issue has not changed that picture" (10/25).

- DAILY NEWS' Caldwell says blacks now have a chance to "teach the Democrats a lesson": Lenora Fulani. Caldwell says that votes for Fulani will help insure that in the future blacks are not taken for granted. 131
- ND (3): KIYR/Bureau of Governmental Affairs-UND poll (505 likely voters, 10/17-18, margin of error +/-3.5%) shows Bush 53.3%, Dukakis 31.7%.
- OH (23): COLUMBUS DISPATCH reports that GOP OH field director Wray is ready to claim victory in the state. Wray contrasts GOP statewide effort to Dems': Almost without exception, the lead staffer in every state for us is from that state" (10/24). DISPATCH looks at IL race. Headline: "Dukakis' hold on Illinois is tenuous" (10/24).
- PA (25): PHILA. INQUIRER reports on Eastern PA. At a local Dem dinner in Wilkes-Barre there was "hardly any mention of the party's presidential nominee." Eastern PA Dem regional director Stern: "This isn't like four years ago when elected officials refused to stand on the same stage" with Mondale. He declined to say whether the area would vote for Dukakis. The Dems are hurt there by "social issues" such as abortion and gun control (10/25). INQUIRER also reports on Kitty Dukakis campaigning in Philadelphia (10/25).
- TX (29): New Bush TV commercials targeted towards Hispanic voters were released yesterday. The ads feature Bush's Mexican- born daughter-in-law, who says in Spanish, "This election could be the most important in our history. For the first time, our voice has a chance to be heard." Bush with Spanish subtitles: "As president, I have a lot of reasons to help Hispanics everywhere, because I'll be answering to my grandkids, not just to history." TX GOP also released new brochure that targets for Texans who work in defense industries" (DALLAS TIMES HERALD, 10/25). Bush spokesman Bashur says GOP target for TX is 35% of Hispanic voters. Bentsen "will concentrate almost solely on his home state of Texas for the final 12 days of the campaign (DALLAS MORNING NEWS, 10/25).
- UT (5): SALT LAKE TRIBUNE/J. Roy Bentsley poll released yesterday (609 RVs, 10/17-21, margin of error 4%) showed Bush 64% is Dukakis 29%.
- WI (11): A MILWAUKEE SENTINEL poll released yesterday (687 RVs, 10/14-18, margin of error 4%) shows Dukakis 47%, Bush 45% (10/24).
- The SENTINEL reports on Dukakis' visit Sunday to Eau Claire. He accused Bush of misrepresenting his record on gun control, an issue that has hurt Dukakis there (10/24).
- The Madison CAPITAL TIMES endorsed Dukakis for president. "In Michael Dukakis, the American people could have a president who calls on the best of this nation's traditions. They could have a president who has demonstrated his ability to remain calm in the midst of crises. They could have a president whose ethical standards would help restore a sense of integrity to a government that has been riddled by corruption." The CAPITAL TIMES is devoting an entire week to its endorsement of Dukakis.

NETWORK PROJECTIONS 88

Copyright, 1988. The Associated Press. By DAVID FOSTER Associated Press Writer SEATTLE (AP) — If you've ever been robbed, says Rep. Al Swift, you know how some West Coast voters felt in the last two presidential elections when TV networks declared a winner hours before their polls closed. "When people are told the election is over before they've even voted, it tends to convey that their vote doesn't count," said Swift, a Washington state Democrat. "It's like being robbed — a combination of feeling violated and helpless," he said. "You're angry, but you don't know who to hit."

For eight years, Swift and other Western politicians have looked for someone to hit, as they try to put a little suspense back into election night for their constituents. But their battle against the "time zone factor" has been frustrated by congressional inaction, court challenges and lack of firm evidence that election-night projections of winners do any real harm. Despite their crusade, election coverage on network television Nov. 8 promises to differ little from 1980 or 1984, analysts say, and it may even bring news of the winner — George Bush or Michael Dukakis — in record time.

Projections of presidential winners have been made since the 1964 Goldwater-Johnson race. They are based on exit polls, in which voters leaving a balloting place are asked at random how they voted and why. Personal information such as age and sex also is recorded. The polls and projections have grown steadily in speed and accuracy. In 1980, when Ronald Reagan scored his unexpected landslide over President Carter, NBC declared Reagan the winner at 5:15 p.m. Pacific time, or 8:15 pm. on the East Coast. CBS and ABC quickly followed suit, prompting Carter to concede publicly more than an hour before California polling booths closed at 8 p.m. In 1984, the three major networks had declared Reagan's victory by 5:30 p.m. Pacific time, or 8:30 p.m. Eastern time.

The 1980 projections infuriated many Western politicans and voters. Election observers reported seeing prospective voters step out of line after learning of Reagan's apparent victory. Democratic leaders in the West complained that Carter's early concession hurt their efforts to get voters to the polls in close local races. But network executives argued, then and now, that giving the early word to Western voters is unavoidable in a country spread across four time zones, or six if Alaska and Hawaii are counted. "It may be unpalatable for voters in the West, but it would be unprofessional to have knowledge that we know to be true and not give it," said Robert Siegenthaler, ABC vice president for news operations.

Legislators in many states rejected that argument and sought to restrict exit polling on the ground that its results intimidate voters. Nearly half the states have enacted restrictions limiting how close exit pollsters may work near balloting areas, said Floyd Abrams, a network attorney. He said the three networks filed lawsuits this year in six states with the most stringent curbs on exit polling. The networks said the restrictions violated their First Amendment guarantees of freedom of speech. Federal judges agreed, striking down statutes in Washington, Montana, Georgia and Florida. Last week, a judge ruled that Wyoming's exit poll restrictions were unconstitutional. Abrams said he expects a favorable pre-election ruling in Minnesota. "It's unlikely there will be any problems on Election Day with this issue," Abrams said.

Swift said it is up to Congress, not the states, to correct the problem. In 1985, Congress extracted a promise from the three networks not to project a presidential winner in any state where any polls are still open. Network officials said last week they will stick with that policy on Nov. 8, though NBC hedged a little by saying its newscasters may "characterize" statewide elections before the polls close. "We don't project a winner until the polls close, but we might say that so-and-so is ahead," said Helen Manasian, spokeswoman for NBC's election coverage.

With the networks' limited promise in hand, Swift urged Congress to take the next step by ordering all polling booths closed at 9 p.m. Eastern time. In the West, that would be achieved by extending Daylight Savings Time by two weeks each election year and closing polls at 7 p.m. local time. Swift's bill has passed the House twice but died in the Senate. He said he doesn't know if he'll try again.

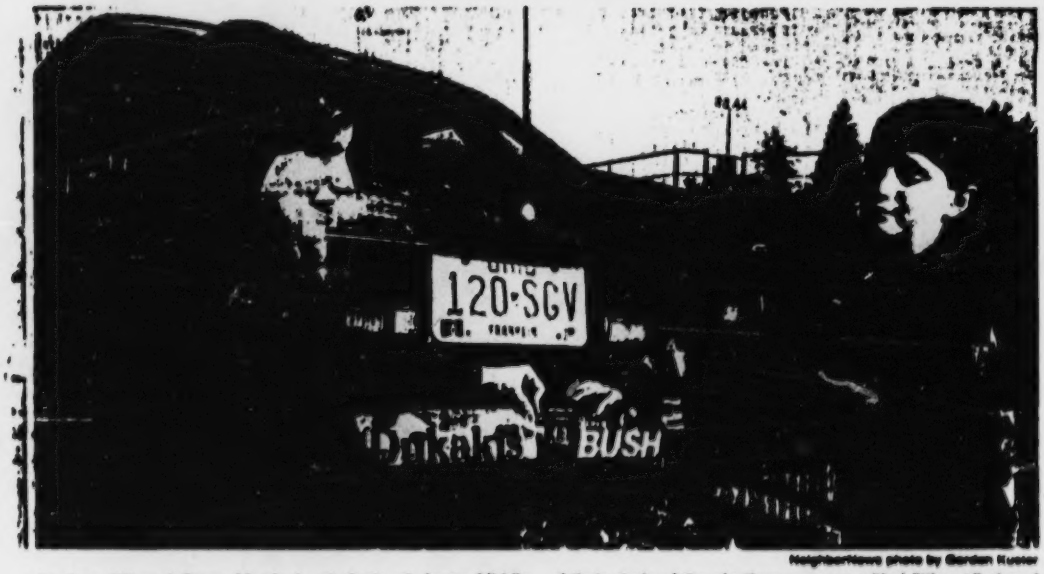
Critics of Swift's proposal say that while election-night projections might spoil the surprise for Western voters, studies have failed to show that they discourage significant numbers of people from voting. Swift concedes the lack of such evidence but argues that Westerners may grow disillusioned even though they vote. The importance of an individual's vote "is the basic building block of democracy," he said. "When people lose confidence in that, I think that's dangerous." But Jeff Alderman, ABC director of polling, said the networks are hardly to blame for voter disillusionment. "We spend a lot of time focusing on the alleged influence of polling and coverage in general," Alderman said. "But it's not network television's job to give people a stake in the election. It's up to the people running, and they're not doing it." — EDITOR'S NOTE: David Foster is the AP Northwest regional reporter based in Seattle.

Grandview Heights
Hilliard
Marble Cliff

NeighborNews

Powell
Upper Arlington
Worthington

Wednesday, November 2, 1988 The Columbus Dispatch



Neighborhood photo by Gordon Kuster

Lindsay Hill and Steve Murdock, students at Jones Middle School in the Upper Arlington School District, get into the spirit of their study of the elections process with a little well-placed rivalry.

Kids near end of campaign trail

By Rita Price
and Carol Ann Lease
Of The Neighborhood Staff

NORTHWEST — Middle school students in the Upper Arlington and Worthington districts will be imitating their parents Tuesday by going to the polls.

Their voting will be the culmination of a study of the election process that also marks the end of a two-year federal grant that allowed the districts to collaborate in a program called "Learning for Leadership."

"I could sit and talk to you for hours about how good this project is," said Tom Masters, a seventh-grade social studies teacher at Perry Middle School who coordinated the elections unit among Worthington middle school teachers.

The districts received $20,000 last year and $15,000 this year to pay for such things as substitutes, so the teachers could make plans, and computer time on CompuServe, so classes could compare notes via computer and get information on current events.

Polls, background notes on George Bush and Michael Dukakis, and descriptions of their positions have been hot items.

Students in Upper Arlington's two middle schools and Worthington's three middle schools registered each other to vote and studied the presidential and congressional candidates, along with local issues. All learned in detail about the election process.

For example, Masters' students chose a presidential candidate the second week of school and kept a journal on him.

Eighth-grade students of Jane Karras at Perry have been taking more of a philosophical approach — what it means to be a liberal or conservative and how the candidates match up with those labels.

Students seem to be moving away from an initial trend to simply mimic their parents' politics, said Loretta Heigle, a social studies teacher at Upper Arlington's Jones Middle School.

Many were for Bush at first, "but once they started reading more about the candidates' positions on issues, some real changes were made," added Susan Janovics, a teacher from Worthington's Worthingway Middle School who took her students to the candidates' Columbus campaign headquarters.

One of Heigle's favorite stories — and proudest accomplishments — is about an astute, sixth-grade debate-watcher.

The child, she said, "just couldn't get over the fact that during the (presidential) debate, his parents were saying things like, 'Oh God, just *look* at George Bush's tie.' Or, 'Isn't Dukakis' head shaped funny?'

"He said, 'Mom, dad, that's not what you're supposed to be looking for. It's the *issues*.'"

For teachers, working together proved so valuable that they hope to continue it, perhaps on a smaller scale, Masters said. "It really makes teaching a cooperative effort instead of competitive, like 'my kids perform better than yours.'"

Kathy Meyer, Worthington's coordinator for extended education, and Ellen Erlanger, Upper Arlington's director of career education, agreed.

"It's not just what it (the program) is doing for kids, but what it's doing for teachers in education," Meyer said.

Erlanger applauded the opportunity for "professional collaboration."

Tuesday, it all comes to a head. Students should know their winners "within hours" of the school polls' closing, teachers said.

At Perry, students of seventh-grade social studies teacher Greg Phillips will be collecting local election results, and community members can call 431-6686 between 8 and 11 p.m. to get the latest.

He said his students have done this for national elections since 1972. They pick up tidbits like the fact that, in the last presidential election, eight Worthington residents voted for the Communist candidate.

They're making politics real

CAROL ANN LEASE

BETWEEN US

Three cheers for the social studies teachers in the Worthington and Upper Arlington schools.

They're trying to raise a generation of informed voters — not with boring "government" lessons but with real-world experience. (See story on Page 1.)

Every school should have a similar course, and maybe some adults should be required to take it.

Tom Masters of the Worthington district surprised me a bit when he said one problem teachers have had is finding campaign material geared to 12- and 13-year-olds.

"I would have thought most campaign literature was written at that level," I told Masters, only half-jokingly.

The problem, he said, is that some students have difficulty discriminating between fact and opinion.

Don't we all?

It harkens back to my recurring theme that, just because you read something, doesn't make it so.

Yes, Virginia, even in the newspapers, you have to consider the source.

I am so glad that teachers are finally telling their students this.

"They started realizing that, in the final analysis, it comes down to what the individual chooses to believe," Masters said of his students.

This isn't the pat answer students, and some adults, would like to hear. But it's reality.

"I'm trying to expand on that and say all the decisions you make are the same way," Masters added.

While some students echo their parents' views, some also have strong opinions of their own, he said. "I can get a classroom discussion going any time by saying *death penalty* or *abortion.*"

At the same time, he's asking students to look at less "sexy" issues, such as the national debt. "I have a hard time grasping what $4 trillion is, too," he admitted.

Masters said he was somewhat surprised to find that his students are a microcosm of the real world in that, as the students see Vice President George Bush pulling away from Massachusetts Gov. Michael Dukakis, "the ones who tend to be on the bubble have gone for Bush 'because he's going to win anyway.'"

I didn't ask Masters to elaborate on this, but I hope he is teaching them how wrong this attitude is.

Every time I hear it as an excuse to ban polling, I see red. That's right up there with killing the messenger who brings bad news.

People who are influenced by polls are people who are looking for any excuse to get out of taking responsibility for choosing their leaders.

Lastly, I applaud the school districts for putting some of the lesser-known candidates on the ballots students will mark.

At first, I thought this was akin to throwing material not yet covered into a pop quiz.

But Masters said, "We wanted the kids to experience some of the frustration adults feel when they go into the voting booth and see judges they don't know anything about."

The reality is that many people don't even make it far enough down the ballot to vote for these candidates.

Here's to educated voters.

And to seeing all of you get out and vote.

□ □ □

If you're struggling with how to vote on your local school issue, don't feel alone.

According to the Ohio Department of Education, voters across the state will face 202 school levies and 31 bond issues this Tuesday. That compares to 235 school money issues last November.

"School money requests for the general elections over the last two years represent the largest number since November 1981," state Superintendent Franklin Walter said in a news release.

"LEARNING FOR LEADERSHIP" RECOGNITION RECEPTION

Tuesday, December 13, 1988
7:30 p.m. to 9:00 p.m.

Fawcett Center for Tomorrow

AGENDA

Welcome and Project Overview	*Ellen Erlanger, Director* *Career Education Program* *Upper Arlington Schools*
	Homer Mincy, Superintendent *Upper Arlington Schools*
Special Introductions	*Kathy Meyer, Coordinator* *Extended Education Program* *Worthington Schools*
Summer School Program	*Marsha Shulman* *Upper Arlington Schools*
	Jeff Tewart *Worthington Schools*
	Selected Students
Teacher Internships	*Jane Karras* *Worthington Schools*
Community Service Project	*Kim McMurray* *Upper Arlington Schools*
	Selected Students
Election Simulation	*Loretta Heigle* *Upper Arlington Schools*
	Tom Masters *Worthington Schools*
	Selected Students
Evaluator's Perspective	*Rick Bradley* *The Ohio State University*
Special Recognition	*Presented to Rich Baker* *CompuServe*
Concluding Remarks	*John Hoeffler, Superintendent* *Worthington Schools*

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